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ABSTRACT

This leader's manual on interpersonal communications consists of materials for a workshop, including instructions for leaders and hand-outs for participants. The purpose of the workshop is to give teachers knowledge and skills of behavior applicable to: (1) face-to-face communication; (2) individual styles of communicating; (3) group and organizational factors that affect communication; and (4) continued improvement of individual communication skills. The program is designed to provide teachers with competencies in 20 areas, including paraphrasing, describing behavior, communicating under pressure, and assessing knowledge. Exercises in these areas provide three kinds of learning: (1) the participant becomes clearer concerning things to know about interpersonal communication; (2) the participant practices what he or she does in interpersonal communications; (3) and the participant becomes able to recognize more clearly his or her own personal style of communicating with others. Appendixes to the manual include film and tape scripts. (LL)

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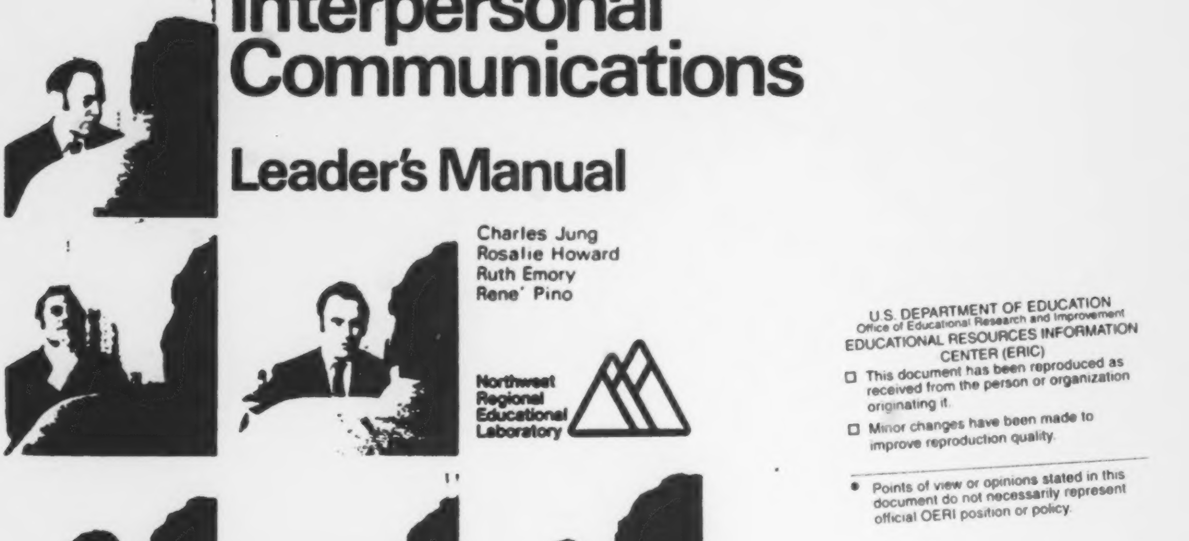
Interpersonal Communications

Leader's Manual



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INTERPERSONAL COMMUNICATIONS

Leader's Manual

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INTERPERSONAL COMMUNICATIONS

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On the basis of extensive field testing with educational groups throughout the United States, additional revisions were made by René Pino and Ruth Emory.

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PREFACE

Purposes and Objectives of the Workshop

The purpose of an interpersonal communications workshop is to give teachers the knowledge and skills of behaviors generally applicable to:

Face-to-face communication

One's own unique style of communicating

Group and organizational factors which affect that communication

Continued improvement of one's communication skills

Innovations such as team teaching, modular scheduling and differentiated staffing increase the need for collaboration at all levels. In the traditional system of self-contained classrooms, most educators have carried out their roles in relative isolation. Many potentially valuable innovations have not been implemented successfully due to issues of influence, polarized conflict and ineffective communication. Increased interpersonal communications skills of school personnel will reduce at least one hindrance to local improvement efforts.

Interpersonal Communications provides teachers with competencies in:

Paraphrasing to assure understanding of what others are saying

Describing behavior as a skill to enable others to identify and recognize the specific behavior to which an individual is responding

Describing, as distinguished from expressing, feelings

Checking one's perceptions of other's feelings or intentions

Identifying nonverbal communication cues

Applying guidelines to giving and receiving feedback

Identifying the effects of expectations in communications

Applying the concepts of encoding and decoding to interpersonal communications

Identifying the effects of feelings on communications

Applying the concept of matching behavior with intentions in communicating

Identifying freeing and binding responses which affect openness of communication

Applying the circular process model of interpersonal relations to identifying behaviors in one's own style of communicating

Identifying the effects of roles on communications

Identifying the effects of norms on communications

Identifying the effects of one- and two-way communications

Identifying patterns of communication

Identifying the influence on one's personal style of communicating under pressure

Applying techniques of assessing one's knowledge and skills in interpersonal communication

Applying guidelines to creating self-improvement communication exercises

Developing interpersonal support for improving communication skills

Nature of the Workshop

The Interpersonal Communications system includes twenty units which are approximately 90-minutes each. These exercises are designed to be used in sequence and have a cumulative effect. Some of these exercises can be used out of context of this sequence, but, as noted later, there are those for which this is unwise. Some exercises depend on skills gained and data generated in previous exercises in the sequence.

Educators frequently are involved with the communication behaviors focused on in these exercises. It is assumed they do not often give them much attention. These exercises bring them more clearly into awareness. Certain knowledge about communicating is made explicit.

Improving skills goes beyond becoming more clear about what is already known. Each exercise involves participants in practicing the behaviors which are descirbed, learning ways to recognize these behaviors and receiving "feedback" from others concerning their use of them. The emphasis is on learning TO DO as well as on gaining knowledge. Many skills in interpersonal communications involve the personal style of the individual. For example, the exact behavior used in "paraphrasing" is a matter of personal style. Many alternative behaviors, with particular contexts, can meet the criteria which define the skill of "paraphrasing." These exercises provide opportunity for participants to become more clear about their personal styles.

To summarize, the sequence of twenty exercises provides three kinds of learning: (1) the participant becomes more clear concerning things to know about interpersonal communications; (2) he practices what he does in interpersonal communications and (3) he becomes able to recognize more clearly his own personal style of communicating with others.

This workshop was designed for teachers, but has been found appropriate for virtually all roles in education. Data indicate high enthusiasm and significant improvement by teachers, administrators, paraprofessionals and members of the Teacher Corps. Positive results have been reported subjectively in its use with college professors, state department of education personnel and high school students. There have even been reports of successful use in other fields, although the illustrations in the materials are clearly focused on an educational setting.

Setting Up The Workshop

Setting up a workshop is not complex, but its success and effectiveness depend upon several factors.

1. The participants need to be involved. It is best if they have volunteered to be included in the workshop. It is crucial that they have a correct understanding of what the workshop is about and the way it is conducted. It also is recommended that, whenever possible, teams or entire school buildings experience the training together. This can create norms for use of new skills which might not be applied if individuals returned and attempted them in settings where there was little or no support for use of the skills.

   The basic work group of the workshop design includes six members. It is important the total group be a multiple of six. These work groups cannot be smaller than six. Some may have seven or eight people if absolutely necessary, but this is awkward and not advised. It is extremely important that all participants be present for every session of the workshop. The design is sequential and cumulative; many exercises depend on roles for trios and sextets. In many instances, participants train each other using criteria provided in the materials.

2. One leader may work with a total group as large as thirty-six. It is recommended, however, the total group not exceed twenty-four. Especially the first time an individual is attempting the leader role, it is advisable that only twelve participants be included.

   The materials are not intended to be self-explanatory. Thus, all new leaders should experience the workshop materials and design as a participant before attempting the leader role. Reports indicate that cotraining with a leader who has previously conducted the workshop is an additional benefit to the new leader.

3. Adequate time is needed to obtain and arrange all the necessary materials and equipment prior to the workshop. The leader must prepare charts in advance of each session as well as arrange those blue materials to be distributed. Timing for such preparation must be carefully considered. If cotraining, it should be clear who is to be responsible for each task.

4. An adequate time schedule for training must be specified and agreed to by all parties concerned. The design has been created using approximately 90-minute units to maximize flexibility for setting up alternative kinds of workshop schedules.

   The most consistently positive results have come from those workshops where the entire twenty units were conducted for five straight days, four units each day. However, if an entire school building staff is experiencing the training together, alternate designs may be successful: two sessions held one week apart, each consisting of two or two and one-half days, or one day per week for five weeks. These variations yield good results if skills are actively practiced between sessions and results of the practice shared at the beginning of each session. The continuity in the design and the cumulative effects dictate that training sessions should not be spaced too far apart.

   During the first session, extra time should be allowed for a short warm-up exercise if participants are unfamiliar with each other. It is also important that registration, welcomes by a host and/or housekeeping logistics, be considered when making out the training schedule for Unit 1.

   It is generally wise to plan a break of from 15 to 30 minutes between units. Thus, a typical agenda for conducting an Interpersonal Communications workshop in a straight five-day period might appear as follows:

	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30 am to 12:00	Units 1 & 2	Units 5 & 6	Units 9 & 10	Units 13 & 14	Units 17 & 18
	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 pm to 4:30	Units 3 & 4	Units 7 & 8	Units 11 & 12	Units 15 & 16	Units 19 & 20

5. The physical setting of the workshop is important. There should be easily movable chairs and tables for trios and sextets to group and regroup themselves into varying arrangements throughout the course of the workshop. The room should be large enough for the entire group to divide into trios that can talk and work simultaneously without bothering each other. All trios and/or sextets must be able to work in the same room so the workshop leader can keep time for exercises and give instructions to all.

Conducting the Workshop

The leader's job is carefully described in this manual. The leader gives directions, passes out materials, presents charts showing the agenda of each unit and clarifying certain instructions, operates a movie projector or a tape recorder in some units, keeps time for exercises, and occasionally may lead a group discussion concerning progress of the workshop.

The design does not call for the leader to be an expert in interpersonal communications. The leader is never called upon to provide a function of instructing the participants in the skills they are learning. The needed expertise is provided in the materials. The function of instructing is provided by the participants for each other in the exercises. The workshop leader will be most helpful to the participants by acting as a master of ceremonies, facilitating their learning experiences, rather than as an expert or an instructor.

The green section of this manual entitled "Instructions" provides detailed suggestions for giving directions. It is expected the leader will become familiar enough with these directions to deliver them briefly in his own style. It is not intended that the leader read these directions to the participants, but rather that they be phrased in his or her own words. Many directions are on the materials which the participants can read. The leader should strive to be more a clarifier of directions than a giver of them.

Keeping time is a major task of the workshop leader. He or she can expect some expressions of frustration concerning going too fast or too slow. Until the training design becomes thoroughly familiar, it is recommended the suggested times be adhered to quite closely. These times will need to be adjusted somewhat according to what happens in the workshop. Only experience can help the leader learn to be appropriately flexible about these variations in timing. In most cases, there are important rationales for staying quite close to the suggested times.

Occasionally, timing problems or reactions of some participants may cause the workshop leader to consider making changes in the training design. Unless the leader has had considerable experience in designing and conducting this kind of process-oriented training, it is strongly advised that attempts not be made to alter or adapt the recommended design. Success of some of the exercises, such as those concerning the concept of feedback, depend heavily on the sequence of prior exercises. Negative reactions can result when they are used out of context. Some exercises are almost sure to gain positive reactions from participants if used alone, but may leave the leader with a lack of perspective for their later application when not supplemented by the skills gained from other units.

There may be instances when virtually all participants have had considerable previous process training. For example, if all participants have been through such Northwest Regional Educational Laboratory instructional systems as Systematic and Objective Analysis of Instruction, Interpersonal Influence, Social Conflict & Negotiative Problem Solving and Research Utilizing Problem Solving, the trainer with experience in designing and conducting process-oriented workshops may wish to consider condensing units on skills included in those systems. These units would be Unit 2: Paraphrasing, Unit 3: Behavior Description and Unit 6, The Concept of Feedback. However, even when participants are familiar with these skills, a review can be beneficial. Of primary importance is the effect that practicing the skills together has on the trainee group: it supports norms for their increased use in the current workshop setting and maintenance of their use in the job setting.

There may be occasions when a potential trainee group expresses interest in increasing interpersonal communications skills, but is unable to participate in a complete sequence of training. Although it is possible to conduct a condensed workshop, there are two important reasons to avoid doing so. The first is that participants in a brief workshop will never realize the greater benefits of experiencing the full design. The second is that a limited, and sometimes biased, perspective can result from brief exposure. A person can gain individual skills in communicating while totally lacking awareness of group and organizational phenomena affecting communications. This instructional system attempts to present what is viewed by its designers as a minimal balance of such awarenesses. A shorter workshop is suspected of lacking the possibility for achieving even a minimal balance of perspective.

Arrangement of Materials

Following the introduction, this manual is arranged to allow the leader as much ease of handling as possible. A complete set of instructions, including samples of the newsprint copy, appears on green paper. Participant materials have been color coded, white and blue. Although these appear sequentially as needed in the Leader's Manual, the blue are collated at the end of each participant package. This blue section should be collected from participants before work begins. Each handout within it should be redistributed as called for by the instructions in each unit. Care should be taken following each exercise to make sure each participant has received a complete set of materials.

Workshop participants should be instructed to compile these materials into a notebook as the workshop progresses. Occasionally, they may wish to refer back to previous handouts and, therefore, should be told to bring the entire set of materials with them to each meeting.

The workshop leader will need to make careful preparations in order to be ready to conduct each unit. Audiovisual equipment must be set up when needed. Blue handouts need to be arranged conveniently in readiness for distribution. The agenda newsprint sheets should be ready in advance. It can be important to review instructions which are to be delivered verbally by the workshop leader. There will be some time during the unit to review and organize materials, but the workshop leader should not depend upon this period being free of questions and available for organization.

Expected Outcomes

A detailed technical report of the evaluation of this training design is available from the Northwest Regional Educational Laboratory, Office of Marketing and Dissemination. Entitled Field Test and Outcome Milestone Report for Interpersonal Communications, it summarizes results from a series of field trials and a major field test. If the suggestions and instructions in this manual are followed, the results detailed below may be expected.

Approximately 95 percent of the participants of an Interpersonal Communications workshop can be expected to react positively to their experience in it. Conditions for this expectation are that the participants:

> Do not already have the competencies being practiced.
>
> Have an appropriate expectation of the substance and nature of the training.
>
> Have a desire to be involved in an interpersonal communications workshop.

In seven field tests throughout the country with 167 participants--including 64 teachers, 32 administrators and other school staff, 53 college faculty and 11 community members--the materials, practice exercises and methods were perceived as relevant and usable:

> "Offered new insights, new ways of viewing old problems," 87 percent
>
> "Spoke to important issues, vital concerns," 78 percent
>
> "Gained new insights about my style of communicating," 85 percent
>
> "Ideas, skills, methods can be used immediately," 89 percent
>
> "Provided real 'how to' help for my actual work," 85 percent
>
> "Plan to use the ideas, skills and/or materials presented in this workshop as an integral part of your work," 94 percent

A significant increase can be expected in both "knowing" and "doing" competencies for the training objectives listed on pages xi and xii. In particular, participants can be expected to be able to:

> Recognize descriptions of behavior, 89 percent
>
> Paraphrase, 90 percent
>
> Recognize a perception check, 84 percent
>
> Discriminate among descriptions of behavior, descriptions of feeling and expressions of feeling, 72 percent
>
> Know appropriate guidelines for giving feedback, 74 percent, and receiving feedback, 84 percent
>
> Recognize norms, 95 percent

Discriminate among paraphrase, feedback and perception check, 71 percent

Demonstrate a rudimentary knowledge of the circular process, factors affecting open and closed communication, the consequences of one-way and two-way communication and the "Do-Look-Learn" model of learning, 75 percent

Followup responses from participants indicate that if the local school setting supports the application of these skills, expectations can include immediate use of improved skills by a majority of participants, the possibility of improved communication during meetings of staff work groups, increased openness across roles and improved attitude toward being innovative in classroom practices.

ORDERING INFORMATION

INTERPERSONAL COMMUNICATIONS Leader's Manual Revised Edition November 1976	Xicom, Inc. M. DeGiovanni, Production Manager RFD 1 Sterling Forest Tuxedo, New York 10987	$ 19.95
INTERPERSONAL COMMUNICATIONS Participant Materials Revised Edition November 1976	Xicom, Inc.	$ 12.95
One Set of Nine Films Revised Set November 1976 One Audiotape (Unit 12)	Xicom, Inc.	$275.00

POSTAGE: Shipping Price Additional (Fourth Class Special Book Rate). Allow 3 to 5 weeks for delivery at this postage rate.

UNIT 1: INTRODUCTION
Leader Information

Purpose: To provide an overview of the coming units and the kinds of learning experiences contained in them.

Unit Time: 90 Minutes*

Equipment: Projector

Materials: Unit 1 Film

Handouts:

1. Introduction to Interpersonal Communications
2. Assessment Questionnaire
3. Assessment Questionnaire Answer Sheet
4. Film Introduction
5. Observer Briefing (BLUE)
6. Overview of Communication Units
7. Forces For and Against My Active Participation
8. Kinds of Learning in Unit 1
9. Answer Sheet for Unit 1

---

*Prior to beginning Unit 1, allow 15 to 30 minutes for registration, welcomes, establishing workshop schedule and, if participants are unfamiliar with each other, a short warm-up exercise. Also collect blue handouts from each participant.

This unit designed by Charles Jung
Revised by René Pino

UNIT 1: INTRODUCTION
Leader Information

	Objective	Rationale	Material
1.	To inform the participants of the purpose of this unit.	An opening statement is expected.	Handout 1
2.	To provide a sample of the kinds of skills and knowledge to be discussed and practiced.	This provides a confrontation of kinds of knowledge in the units.	Handout 2
3.	To show kinds of cognitive learning in the units that go beyond current knowledge.	To provide a confrontation of limits of their knowledge.	Handout 3
4.	To form trios which will work together for duration of workshop.	To provide stable working unit which more readily develops norms of openness and trust.	
5.	To create an active readiness to discuss the film.	To create an active problem-solving posture on the part of the viewers.	Handout 4 Unit 1 Film: Teachers are discussing discipline.

UNIT 1: INTRODUCTION
Leader Information

	Instructions	Time
1.	Explain the purpose of Unit 1 is to give an overview of what is included in the workshop and to experience the several kinds of learning processes that are used. Refer to Handout 1; review it with participants.	4 Minutes
2.	Introduce Handout 2; explain that this brief questionnaire provides a sample of the kinds of things the participants will be learning and practicing in later units. Tell the participants they aren't expected to know the answers yet, but are asked to figure out some of them as an illustration of one kind of learning they will experience. Have individuals complete the questionnaire.	10 Minutes
3.	Instruct individuals to look at the answers on Handout 3 and compare with their responses.	3 Minutes
4.	Instruct participants TO FORM TRIOS by joining the two persons whom they know the least well, but whom they would like to get to know. Emphasize that they will continue to work in these same trios throughout all of the following sessions.	4 Minutes
5.	Ask participants to read Handout 4. Reinforce information on Handout 4 by emphasizing that films are intended to provide common focus for discussion about specific communications skills. Show film.	5 Minutes

	Objective	Rationale	Material
6.	To involve the participants in an active role.	To put them in an active, exploring posture.	
7.	To begin sharing self-desires and expectations among others.	To begin sharing of self as a basis for other's help in learning.	Handout 5
8.	To receive some behavioral feedback.	To experience receiving feedback as a means of learning about one's behavior.	
9.			Handout 6
10.	To identify facilitating and restraining forces to participation in the workshop.		Handout 7
11.	To form sextets which will work together for duration of workshop.	To provide stable working unit which more readily develops norms of openness and trust.	
	To report forces and hear self-generated negative-positive forces. (Those who have participated in NWREL's Research Utilizing Problem Solving system will correctly identify this as one step in force field analysis.)	To provide opportunity to develop a norm of openness in discussing positive and negative forces.	

	Instructions	Time
6.	Ask the participants to discuss with their trio partners what they have seen in the film.	10 Minutes
7.	Instruct two members of each trio to discuss "Problems I Have in Communicating;" the third person will observe. Have each trio decide who will be the observer. Distribute Handout 5 to each observer. Have the discussions with observation.	10 Minutes
8.	Ask the observers to share their report with their two trio members and have all three discuss it. Distribute Handout 5 to the pair who had the discussion.	10 Minutes
9.	Ask participants to read Handout 6 to gain an overview of the purposes of the coming units.	3 Minutes
10.	Refer to Handout 7; direct individuals to write on its left side some of the major forces which they think will help them participate actively and benefit from the coming units, e.g., desire to gain new skills. On the right side they are to write the forces which might block them from active participation, e.g., more concerned about specific job or personal matters than the workshop. Note that they will be asked to share these lists with others.	10 Minutes
11.	Ask each trio to join another trio to FORM a GROUP OF SIX. Ask them to form the same group each time they are asked to work in sextets. Have sextet members briefly share and discuss their lists of forces.	15 Minutes

	Objective	Rationale	Material
12.	To draw a summary of several kinds of learning experiences.	To create an expectation of a variety in the learning experiences to come.	Handout 8
13.	To master the basic cognitive learning for the unit as represented by the correct answers.	To reinforce accurate answers about major points of cognitive learning in the unit.	Handout 9

	Instructions	Time
12.	Ask participants to read Handout 8. Then tell them a similar variety of learning experiences are in the coming units. Note the units give varying degrees of emphasis to one or another of the learning processes, but all are combinations of new concepts and active individual and group experiences.	5 Minutes
13.	Mention that the correct answers listed on Handout 9 represent the desired learning for Unit 1.	1 Minute

This series of exercises presents some basic things to know about interpersonal communications. It is assumed you may already be somewhat familiar with many of these things. Even though we are all involved in these things when we communicate with others, most of us don't give them much attention. These exercises attempt to bring them more clearly into awareness so that you, as an individual, can work at improving your skills in communicating.

Improving skills of communicating goes beyond simply becoming more clear about what you know. Therefore each exercise has opportunities to practice the behaviors which are described, learn ways to recognize these behaviors, and gain "feedback" from your partners about the ways you use these behaviors. The emphasis of these exercises is on learning to do as well as becoming more clear about what you know.

There are many skills in interpersonal communications which involve the personal style of the individual. For example, paraphrasing involves repeating in your own words what you heard someone say and checking with him or her to be sure you accurately understood. The exact behavior you use to do this checking will depend on your personal style. Another example is that personal styles dictate the variations in how individuals show emotions like trust, affection and anger. The two important questions are: (a) Is the individual clear about the ways he shows such emotions in his communications, and (b) Does the individual know ways to help others recognize when he is attempting to show these emotions? These exercises, therefore, attempt to give you a chance to become more clear about your personal style of communicating as an individual.

In review, this series of exercises attempts to provide three kinds of opportunity. The first is to become more clear about things you know about interpersonal communications. The second involves practicing interpersonal communication skills. The third is a chance to recognize more clearly your personal style of interpersonal communications.

ASSESSMENT QUESTIONNAIRE

Unit 1
Handout 2

1. In the space below write a brief definition of:
    a. Paraphrase
    b. Behavior Description
    c. Perception Check

2. Explain the difference between an expression of feeling and a statement that describes feeling. Or, if you prefer, give an example of each.
    a. Expression of Feeling
    b. Description of Feeling

3. a. Define what is meant by "feedback" in communications.
    b. If you happen to recall some guidelines for "feedback," write one or two guidelines for giving feedback.
        (1)
        (2)
    c. Give one or two guidelines for receiving feedback.
        (1)
        (2)

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ASSESSMENT QUESTIONNAIRE
ANSWER SHEET

Unit 1
Handout 3

1. Definitions

   a. Paraphrase: Testing how well you understand another person's comment by trying to put his idea into your own words.

   b. Behavior Description: Reporting specific, observable actions of others without interpretation or value judgments.

   c. Perception Check: Asking if you have understood the feeling expressed--either verbally or nonverbally--by another. You transform the other person's expression of feeling into a tentative description of feeling.

2. Feelings may be expressed through bodily changes, e.g., blushing, actions or words. Words may express feeling without describing feelings, "She is a wonderful person." Or they may describe or name the feeling, "I like her very much." "I feel happy when I'm with her."

3. a. Feedback: Reporting to another individual your observations of and reactions to his or her behavior.

   b. Guidelines for Giving Feedback. (There are others you might have listed.)

      (1) Descriptive, not interpretive

      (2) Report things that are news...such as the way a particular incident (act, statement, etc.) made you feel

      (3) Report things without demanding a change

      (4) Share something of yourself

   c. Guidelines for Receiving Feedback:

      (1) State what you want feedback about

      (2) Check to make sure you have heard and understood accurately

      (3) Share your reactions to the feedback, your own feelings

INTRODUCTION TO THE FILMS IN THE INTERPERSONAL COMMUNICATION UNITS

Unit 1
Handout 4

In these films you are encouraged to put aside the viewing perspective usually brought to films in theaters and on television; i.e., to be entertained, to gain information, to get a message.

The films presented in these units are intended to evoke discussion about the use of interpersonal communication skills. They enable us to focus our attention on verbal and nonverbal behaviors of individuals. They usually present a situation of confusion or difficulty that gives rise to a need for the skills of the unit. They are intended to involve you in concern for such difficulties and the skills to deal with them.

Before each film you will be given information about the situation you will be viewing and specific directions.

UNIT 1 FILM

This film depicts several teachers having a discussion in a faculty room. After viewing the film, your trio should identify and discuss the communication difficulties they observed in the film.

BRIEFING FOR OBSERVER

Unit 1
Handout 5

Your task as observer is to stay out of the conversation, to keep a record of what you heard the pair saying and saw them doing. Their subject is "Problems I Have in Communicating." Make notes of exact quotes and specific descriptions.

You will be reporting your observations to the pair. At that time share the details of what you heard and saw, as though you were a videotape recording. Be careful to avoid two common pitfalls in reporting observations: do not attempt to interpret why things happened as they did and do not evaluate what you heard and saw. Report only the facts.

OVERVIEW OF COMMUNICATION UNITS

Unit 1
Handout 6

Unit 1: INTRODUCTION
This is an overview of the twenty units included in Interpersonal Communications instruction.

Unit 2: PARAPHRASING
You will receive criteria for using paraphrasing and will try out paraphrasing as a communication skill that can help you understand what others are saying.

Unit 3: BEHAVIOR DESCRIPTION
You will use behavior description as a communication skill to enable others to identify and recognize the specific behavior to which an individual is responding.

Unit 4: DESCRIPTION OF FEELINGS AND PERCEPTION CHECK
You will apply criteria for describing feelings accurately and for checking out your perception of how other people are feeling.

Unit 5: NONVERBAL COMMUNICATION AND PERCEPTION CHECK
You will concentrate on spotting nonverbal behavior and practicing ways of increasing accuracy in perceiving nonverbal communication cues.

Unit 6: THE CONCEPT OF FEEDBACK
You will practice techniques in giving and in receiving feedback. This unit should be used only by persons who have worked together in trios in several previous sessions.

Unit 7: EXPECTATIONS AND COMMUNICATION
You will identify and analyze the influence expectations have on perceptions of self and others and their effects on performance.

Unit 8: THE INTERPERSONAL GAP
You will identify and clarify personal and interpersonal skills that increase accuracy in sending and receiving communications.

Unit 9: THE EFFECTS OF FEELINGS
You will learn the value of accepting and using emotions constructively.

Unit 10: MATCHING BEHAVIOR WITH INTENTIONS
You will explore and test the theoretical base of why it is important to match behavior with intentions with other members of the group.

Unit 11: OPEN COMMUNICATION: FREEING AND BINDING RESPONSES
You will be presented some guidelines for using the communication skills. The guidelines define openness; what it means in interpersonal relationships; when it might be used and how.

Unit 12: COMMUNICATING ABOUT INTERPERSONAL RELATIONSHIPS
You will work with the Circular Process Model.

Unit 13: ROLES AND PATTERNS OF INTERPERSONAL COMMUNICATIONS
You will look at the concept of role as an influence on communication.

Unit 14: NORMS AND COMMUNICATION
You will explore the effect of norms in interpersonal communication.

Unit 15: ONE AND TWO-WAY COMMUNICATION
You will participate in exercises to discover how directional communication affects time required for task, accuracy and attitudes of involved members.

Unit 16: COMMUNICATION PATTERNS IN THE SCHOOL BUILDING
You will have an opportunity to increase your awareness of formal and informal communication and to observe how individual behavior facilitates or hinders communication.

Unit 17: COMMUNICATING UNDER PRESSURE
You will have an opportunity to examine your behavior and group communication.

Unit 18: ASSESSMENT OF KNOWLEDGE
You will have an opportunity to assess your knowledge and skills in interpersonal communication.

Unit 19: IMPROVING MY SKILLS
You will look at your own style of communicating and will try to structure an exercise to facilitate improvement of skills.

Unit 20: DEVELOPING SUPPORT FOR CONTINUOUS LEARNING
You are asked to establish some personal goals for improving your own skills in communication.

FORCES FOR AND AGAINST MY
ACTIVE PARTICIPATION

Unit 1
Handout 7

Forces FOR My Active Participation	Forces AGAINST My Active Participation

You have been involved in several different kinds of learning experiences in Unit 1. The introductory remarks about the purpose of Unit 1 represent a lecture form of instruction. The questionnaire and its answer sheet were a written form of instruction which demanded an active, inquiring response. The film provided an opportunity to inquire through observation. The discussion which followed was an opportunity to explore with others and share knowledge. This was followed by observation and feedback from one trio member concerning actual behaviors being displayed by the other two--an experimental learning process. The overview list of coming units was a form of written instruction. The writing of forces for and against active participation was an exploration of things to learn which exist within oneself. Sharing of these provided a chance to learn something of reactions within others.

The units which follow will include a variety of these different kinds of learning. You will have a chance to learn new concepts, to identify the actual skills you use and to recognize your attitudes and feelings about interpersonal relationships.

ANSWER SHEET FOR UNIT 1

Unit 1
Handout 9

Unit 1: Introduction

1. This series of exercises attempts to provide three kinds of opportunities. Check three of the statements below which best describe these three kinds of opportunities.

______ Developing a greater understanding of the correct technique for communicating interpersonally

___X___ Becoming clear about what you already know about interpersonal communications

______ Create communication mechanisms to support your skills

______ Identify technological aids to communicating interpersonally

______ Diagnose and solve problems in interpersonal communications

___X___ Practicing interpersonal communication skills

______ Evaluate the various modes of interpersonal communications

___X___ Recognize more clearly your personal style of interpersonal communications

UNIT 2: PARAPHRASING
Leader Information

Purposes: To develop the ability to restate what someone has said so it reveals the understanding received by the individual listening.

To identify paraphrasing as a communication skill that can be used to help a person understand what others are saying.

Unit Time: 83 Minutes

Equipment: Projector
Pencils

Materials: Unit 2 Film, Parts I and II
Newsprint Schedule (N1)

Handouts:
1. Film Introduction
2. Unit 2 Film Script, Part I
3. Paraphrasing
4. Unit 2 Film Script, Part II
5. Handling Misunderstandings
6. When to Use a Skill Like Paraphrasing
7. Answer Sheet for Unit 2

This unit designed by Rosalie Howard and Barry Jentz
Revised by René Pino

UNIT 2: PARAPHRASING
Leader Information

	Objective	Rationale	Material
1.			
2.	To provide an operational model of paraphrasing.	To introduce paraphrasing by providing a here-and-now model to add emphasis.	
3.			Handout 1
4.	To identify differences in two scripts.	To present the difference between two episodes.	Unit 2 Film, Part I; principal and music teacher discussing schedule
5.			Handout 2
6.		To allow the group to produce their own information about differences and similarities.	
7.	To provide a guideline for using paraphrasing.	To provide criteria for using the skill of paraphrasing.	Handout 3
8.	To provide an operational model of paraphrasing.	To provide modeling for using the skill of paraphrasing.	Handout 4 Unit 2 Film, Part II: Teacher discussing concerns with a counselor
9.		To provide common topic so everyone can participate.	

UNIT 2: PARAPHRASING
Leader Information

	Instructions	Time
1.	Present the unit schedule on newsprint. (N1)	2 Minutes
2.	Introduce paraphrasing by demonstrating it with one participant before the group. (See Handout 3 for information)	3 Minutes
3.	Refer to Handout 1 with film introduction.	2 Minutes
4.	Show Unit 2 Film, Part I. Part I contains two segments; run until STOP appears on screen.	4 Minutes
5.	Instruct individuals to read the scripts in Handout 2 and spot the differences and similarities in how the principal and teacher communicate in the segments.	3 Minutes
6.	Direct trios to discuss the two film segments on Handout 2.	10 Minutes
7.	Ask participants to read Handout 3, Paraphrasing, and evaluate scripts (Handout 2) using criteria in Handout 3.	10 Minutes
8.	Show Unit 2 Film, Part II. Then reinforce Handout 1, Film Introduction, for Part II; trios should read script (Handout 4), check for paraphrases and discuss segments.	2 Minutes
9.	Ask participants to think about and prepare to discuss the following topic in trios: "How did you get into this workshop and what do you expect from it?" Explain that the ticket of admission to the discussion will be paraphrasing. Once the discussion has started, a participant must paraphrase what the last person said before his or her own statement can be made. The first speaker must accept the version of the paraphrase before the second speaker continues.	3 Minutes

UNIT 2: PARAPHRASING
Leader Information

	Objective	Rationale	Material
10.	To try out paraphrasing.	To allow each participant to practice using the skill of paraphrasing.	
11.	To provide information about how paraphrasing can be used to deal with misunderstandings.	To reinforce how emotional factors and the possibility of being influenced are the greatest barriers to the use of paraphrasing.	Handout 5
12.			
13.	To identify the uses of paraphrasing appropriate to their work setting.	To provide larger cross-fertilization of ideas. The sextets are more likely to implement the skill.	
14.	To present a summary and reinforce appropriate use of paraphrasing.	To reinforce the use of paraphrasing and point out a greater variety of applications.	Handout 6
15.	To master the basic cognitive learning for the unit as represented by the correct answers.	To reinforce accurate answers about major points of cognitive learning in the unit.	Handout 7

UNIT 2: PARAPHRASING
Leader Information

	Instructions	Time
10.	Trios discuss topic using ground rule of paraphrasing. Interrupt after several minutes to reinforce the ground rule.	12 Minutes
11.	Allow time for individual reading of Handout 5.	5 Minutes
12.	Ask sextets to form and discuss the topic: "How might paraphrasing be used in a school system--when, where, by whom and to what end?" Instruct them to observe the same ground rule as before: the ticket of admission to the discussion is paraphrasing.	3 Minutes
13.	Sextets discuss topic using ground rule of paraphrasing. Interrupt after 5 minutes to reinforce the ground rule.	20 Minutes
14.	Individuals read Handout 6. Add that they may have discovered they have used paraphrasing before; they may, at different times, have used many of the skills presented in these units. Specific exercises will help sharpen their awareness of skills and perhaps introduce new criteria for their use.	3 Minutes
15.	Mention the correct answers for Unit 2 listed on Handout 7.	1 Minute

UNIT 2: PARAPHRASING

1. Receive overview of unit
2. Individuals: read H1, Film Introduction
3. View film, Part I
4. Individuals: read H2, Unit 2 Film Script, Part I
5. Trios: identify and discuss similarities and differences in communication in two segments of Part I
6. Individuals: read H3, Paraphrasing
7. View film, Part II
8. Trios: use H4, Unit 2 Film Script, Part II; identify examples of paraphrasing; discuss segments
9. Trios: practice paraphrasing
10. Individuals: read theory paper H5, Handling Misunderstandings
11. Sextets: practice paraphrasing
12. Review H7, Answer Sheet

Unit 2 Film, Part I has two segments. Each segment depicts the same principal and music teacher in conversation. Notice how well or how poorly they communicate in each segment. What helps or hinders understanding?

You will receive the script and be able to compare the two segments for similarities and differences in how the principal and teacher communicate in each segment.

Unit 2 Film, Part II also has two segments. In each segment a counselor and teacher converse. After viewing the film, read the script (Handout 4) and check for paraphrases. Discuss the differences and and similarities in how the counselor and teacher communicate in the two segments.

UNIT 2 FILM SCRIPT, PART I

Unit 2
Handout 2

Segment 1

Music Teacher: Ah, I've been here three weeks now and I really have some serious concerns about...scheduling...conflicts.

Principal: I'm wondering, can you take this up at a later time?

Music Teacher: No. I prefer to discuss it now. I think it's imperative that we deal with it before the year progresses any further. I had the understanding when I came here, I was coming in to help build a program, to receive some cooperation and, ah, I haven't received any.

Principal: I can appreciate what you are saying, but I am really quite busy right now, and I have to take care of this issue.

Music Teacher: Well, this is an important issue I think which...

Principal: I recognize that...

Music Teacher: ...would only take a few minutes. I think we can work something out. I've got kids standing out in the hallway waiting to get into the auditorium which we were supposed to use, and they're holding some future sewing circle meeting in there.

Principal: I'd like to be patient and consider it, and I understand your situation now, but I'm just too busy right now.

Music Teacher: I'm sorry, I was in last week to see you. I've been in twice.

Principal: There is a lot to running this school, and I'm just afraid you are going to have to excuse me on this. That's all there is to it.

Music Teacher: No, not at this point in time. I want to get something settled. I've been put off for two weeks. I've got a program to build. I haven't been able to use the field because the yo-yo soccer team is out there.

Principal: This isn't putting you off, (buzzer sounds off) I have to take care of a lot of issues. Excuse me. Yes.

End Segment 1

Segment 2

Music Teacher: Look, ...now we didn't deal with it yesterday, but I demand satisfaction today. You have...concerns in running the building--that the kids sit in a straight line, that they go to the bathroom quietly, one at a time, that the faculty is here everyday on time--hey, that's fine. I'm not concerned right now with your concerns. My concern is that I had to stand in the hallway again, wait an hour and a half to get in the auditorium, I'm still not able to use the field to practice. How do you expect me to run a program where we have a half-time show at the football game if we cannot practice? We can't use the football field because the football team is on there. We cannot use the PE field because the super jocks are running around getting funky. Isn't music important to this school system?

Principal: Well, certainly.

Music Teacher: I came to this school system to build a music program. ...I've asked for a meeting with you and the PE teachers and the other people, the debate people or whatever, to arrange some kind of schedule that we can live with. You keep putting me off. They keep putting me off. What am I supposed to do? Just put in my time and tell the kids, "Well don't go home and practice 2 or 3 hours...on your instrument because we aren't going to put on a program." What do you want? You are the principal of this building. What do you want?

Principal: Well, I want a happy faculty and a happy student population. Tell me, is your concern that you don't have enough practice time?

Music Teacher: No, my concern is not the practice time. It is having access to the facilities. We practice enough--5 to 7. The kids are out of school at 3:00. We have to wait two hours to get into the auditorium or we have to wait until 5:00 for the kids to get off the football field. Then we have to practice.

Principal: Do you want a scheduled practice time, is that correct?

Music Teacher: Yes, why can't we work out an arrangement where we share the facilities? That's called cooperation. Mutual respect for the rights of others. Music is a very important part of our lives. It is a tremendous learning experience. And you're giving all my kids the impression that, excuse me, music is nowhere and it's nothing.

Principal: Do you feel that....that I, as administration, haven't supported...

Music Teacher: Right, I had that feeling within three weeks after you've been put off and rush me out yesterday for a meeting about some kid sprained his thumb coming out of the bathroom and your worried about a law suit. Now, come now, what's more important? You see?

Principal: Okay, so that you have two issues. One, is the scheduling of these facilities for the music component, and the other is that administration hasn't shown, demonstrated, support for the music department. Is that correct?

Music Teacher: Yes, as of this point, in the first three weeks that I've been here. You have not demonstrated support.

End Segment 2

The Problem

Tell somebody your phone number and he or she will usually repeat it to make sure he heard it correctly. However, if you make a complicated statement, most people will express agreement or disagreement without trying to ensure they are responding to what you intended. Most people seem to assume what they understand from a statement is what the other intended.

How do you check to make sure you understand another person's ideas, information or suggestions as he intended them? How do you know the remark means the same to you as it does to him?

Of course, you can get the other person to clarify the remark by asking, "What do you mean?" or, "Tell me more," or by saying, "I don't understand." However, after he or she has elaborated, you still face the same question: "Am I understanding the idea as intended?" Your feeling of certainty is no evidence that you do in fact understand.

The Skill

If you state in your own way what the remark conveys to you, the other can begin to determine whether the message is coming through as intended. Then, if the speaker thinks you misunderstand, the specific misunderstanding you have revealed can be spoken to directly. The term PARAPHRASE can be used for ANY MEANS OF SHOWING THE OTHER PERSON WHAT THE IDEA OR SUGGESTION MEANS TO YOU.

Paraphrasing, then, is any way of revealing your understanding of the other person's comment in order to test your understanding.

An additional benefit of paraphrasing is that it lets the other know that you are interested. It is evidence that you do want to understand what he or she means.

If you can satisfy the other that you really do understand his or her point, that person will probably be more willing to attempt to understand your views.

Paraphrasing, thus, is crucial in attempting to bridge the interpersonal gap.

1. It increases the accuracy of communication and thus the degree of mutual or shared understanding.
2. The act of paraphrasing itself conveys feeling...your interest in the other, your concern to see how he or she views things.

Learning to Paraphrase

People sometimes think of paraphrasing as merely putting the other person's ideas in another way. They try to say the same thing with different words. Such word-swapping may result merely in the illusion of mutual understanding. See the following example:

Sarah: Jim should never have become a teacher.
Fred: You mean teaching isn't the right job for him?
Sarah: Exactly! Teaching is not the right job for Jim.

Instead of trying to reword Sarah's statement, Fred might have asked himself, "What does Sarah's statement mean to me?" In that case the interchange might have sounded like this:

Sarah: Jim should never have become a teacher.
Fred: You mean he is too harsh on the children...maybe even cruel?

Sarah: Oh, no. I meant that he has such expensive tastes that he can't ever earn enough as a teacher.
Fred: Oh, I see. You think he should have gone into a field that would have insured him a higher standard of living?
Sarah: Exactly! Teaching is not the right job for Jim.

Effective paraphrasing is not a trick or a verbal gimmick. It comes from an attitude, a desire to know what the other means. And to satisfy this desire you reveal the meaning the comment had for you so the other can check whether it matches the meaning he or she intended to convey.

If the other's statement was general, it may convey something specific to you.

Larry: I think this is a very poor textbook.
You: Poor? You mean it has too many inaccuracies?
Larry: No, the text is accurate, but the book comes apart too easily.

Possibly the other's comment suggests an example to you.

Laura: This text has too many omissions; we shouldn't adopt it.
You: Do you mean, for example, that it contains nothing about the Negro's role in the development of America?
Laura: Yes, that's one example. It also lacks any discussion of the development of the arts in America.

If the speaker's comment was very specific, it may convey a more general idea to you.

Ralph: Do you have 25 pencils I can borrow for my class?
You: Do you just want something for them to write with? I have about 15 ball-point pens and 10 or 11 pencils.
Ralph: Great. Anything which writes will do.

Sometimes the other's idea will suggest its inverse or opposite to you.

Stanley: I think the Teachers' Union acts so irresponsibly because the administration has ignored them so long.
You: Do you mean the T.U. would be less militant now if the administration had consulted with them in the past?
Stanley: Certainly. I think the T.U. is being forced to more and more desperate measures.

Some persons have difficulty learning to paraphrase because they view the task as a kind of mind reading. They believe they are expected to say what the other person is thinking. Of course, they feel inadequate to such a task. However, the task is a simple one if you remember that you are trying to reveal what the other's comment means to you. Your paraphrase is not an attempt to prove that you can read the other's thoughts, but to let him or her know what meaning you get from the statements. As a matter of fact, if your paraphrase turns out to be quite different from what was intended, you will often find that it elicits important additional information. Sometimes it is helpful to make a paraphrase which you anticipate will almost certainly be wide of what was intended. As the speaker gives additional clarification, both of you may get a clearer conception of the point. Your wide paraphrase can help the speaker clarify his own understanding of his point.

It is also appropriate and helpful to ask another person to paraphrase if you are not sure that he or she understands what you have just said. Many speakers mistake silence, or even nodding and "um-hum," as signals for both listening and accurate understanding of what they are trying to communicate, when, in fact, neither has occurred.

John Wallen

UNIT 2 FILM SCRIPT, PART II

Unit 2
Handout 4

Segment 1

Counselor: Hi.

Teacher: I guess I'm interrupting you, but I, I, have to talk to you...about a school problem, about kids.

Counselor: What's the problem?

Teacher: Have you seen the, ah, the new school newspaper?

Counselor: Yeah, I saw a copy of it this morning. Sure.

Teacher: What do you think of it?

Counselor: Well, I guess...a piece of journalism.

Teacher: The school doesn't agree with you about the piece of journalism. They think it's, they think it's garbage and they want it to, ah, disappear, I think, from the face of the earth.

Counselor: Who didn't agree with me?

Teacher: The principal, but I don't guess anybody really... any of the teachers really would approve of it. It's a...pretty raunchy newspaper. And the principal wants it out! He has put me in a pretty bad position and that's why I have come to ask for your advice.

Counselor: What do you want me to do?

Teacher: Well, first, listen to me for a minute.

Counselor: I am listening. I'm listening.

Teacher: I see. Okay. (Throat clearing)

End Segment 1

Unit 2 Film Script, Part II

Unit 2
Handout 4

Segment 2

Counselor: Let me understand the situation...ah...as you stated it to me. The principal has come to you, has spoken to you regarding the underground newspaper, and he wants *you* to suppress it.

Teacher: Right. He wants me to find out who is doing it...

Counselor: ...and suppress it...

Teacher: ...and turn them in, and get rid of the newspaper.

Counselor: And your concern is that even though you may not agree with it, you want to try to help the students, and *yet*...you are afraid of the job. (Pause) Is that right? Is it?

Teacher: Yeah.

Counselor: Close to it?

Teacher: Yeah. I'm afraid that one way or another, my way of communicating with the kids is going to be cut off completely. Either because I don't have a job...or because the kids have been betrayed by me and will never...want to deal with me again.

Counselor: Have you thought of any solutions...to the situation?

Teacher: No, or I wouldn't be here.

Counselor: None at all?

End Segment 2

HANDLING MISUNDERSTANDINGS[1]

Unit 2
Handout 5

Dealing with Breakdowns in Communication

Real communication is very hard to achieve. We tend to judge, to evaluate, to approve or disapprove before we really understand what the other person is saying--before we understand the frame of reference from which he is talking. This tendency of most humans to react first by forming an evaluation of what has just been said, to evaluate it from their own point of view, is a major barrier to mutual interpersonal communication.

Progress toward understanding can be made when this evaluative tendency is avoided--when we listen with understanding--when we are actively listening to what is being said. What does this mean? It means to see the expressed idea and attitudes from the other person's point of view, to sense how it feels to that person, to achieve his or her frame of reference in regard to the thing being talked about.

This sounds simple, but it is not.

To test the quality of your understanding, try the following. If you see two people talking past each other, if you find yourself in an argument with your friend, with your wife or within a small group, stop the discussion for a moment, and for an experiment, institute this rule of Carl Rogers. "Each person can speak up for himself only after he has first restated the ideas and feelings of the previous speaker accurately--and to that speaker's satisfaction."

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[1] The approach proposed here for dealing with misunderstandings was first stated by Carl Rogers in 1951. This abstract, elaboration and extension of his ideas for handling conflict was prepared by Floyd Mann, Center for Research on Utilization of Scientific Knowledge, University of Michigan. (For more information, see Carl Rogers. On Becoming a Person. Boston: Houghton Mifflin, 1961, Chapter 17.)

This would mean that before presenting your own point of view, it would be necessary for you to really achieve the other speaker's frame of reference--to understand the other's thoughts and feelings so well that you could summarize them for him. This is a very effective process for improving communications and relationships with others. It is much more difficult to do behaviorally than you would suspect.

What will happen if you try to do this during an argument?

You will find that your own next comments will have to be drastically revised. You will find the emotion going out of the discussion, the differences being reduced. There is a decrease in defensiveness, in exaggerated statements, in evaluating and critical behavior. Attitudes become more positive and problem solving. The differences which remain are of a rational and understandable sort. Or they are real differences in basic values.

What are the risks? The obstacles? What are the difficulties that keep this bit of knowledge from being utilized?

Try this and you risk being influenced by the other person. You might see it his or her way--have to change your position. There is the risk of change. In this sense, listening can be dangerous--and courage is required.

There is a second obstacle. It is just when emotions are strongest that it is most difficult to achieve the frame of reference of the other person or group. A third party, who is able to lay aside his/her own feelings and evaluations, can assist greatly by listening with understanding to each person or group and clarifying the views and attitudes each holds. A third party catalyst may, incidentally, have great difficulty in intervening and proposing the use of this approach. Any intervention into a heated discussion can be interpreted by one party or the other as someone taking the other person's side. This is especially true if the third party asks you to try and state the other person's ideas and feelings when you have not really been listening, but thinking what you should say next when he or she pauses to take a breath.

Another difficulty stems from our notions as to what is proper to ask a person to do in a discussion. It seems quite within good taste to ask a person to restate how she or he sees the situation. But, as a third party, to ask that person to restate the other person's position is not consistent with our common sense ways of handling differences. The one who would change the pattern--try to break out of the vicious circle of increasingly greater misunderstanding--must have enough confidence to be able to propose something different. This individual will have to have an appreciation of how to go from dealing with misunderstandings to handling conflict and using differences--of how differences can be used to find more elegant solutions to problems. Equally useful will be an awareness that thesis → antithesis → synthesis is a potential outcome from a developmental discussion of differences. Discussions in which one person loses and the other wins seldom solve anything permanently. When a person senses a win-lose situation developing, it should be interpreted as a clue to the need for a new approach, a search for alternate solutions, to be sure there is not another answer to the problem.

The greatest difficulty of all, of course, is to learn to use the rule when you yourself are in an increasingly heated verbal exchange. Not to be dependent on a third person to intervene when you create or are a party to a growing misunderstanding is real evidence of understanding the approach proposed here. The full value of this rule is available to us only when each of us can note that we are getting increasingly irritated, angry and unable to communicate effectively...when we can use these signals to identify the situation in which we are personally involved and even trapped where the rule might be employed...if we could retrieve the rule from our memory, and if we could use it behaviorally in an effective manner.

WHEN TO USE A SKILL LIKE PARAPHRASING

Although most people paraphrase far too little, it is possible to do it too much. If you paraphrase almost everything a speaker says, he or she may become annoyed at your unwillingness to assume that you understand even simple, obvious points. Or that person may begin to suspect that you are trying to put words in his mouth, trying to suggest what he should mean.

If you paraphrase continually, the other may see it as your way of avoiding revealing your own opinions. The other is the only one sharing ideas and exposing opinions; you merely paraphrase. At first, the other may interpret your responses as indicating attentive listening, and may respond favorably to your interest. Gradually, however, he or she becomes aware that while you are learning much about him, he is learning nothing about you. The individual begins to feel vulnerable, then distrusting and resentful of you.

Frequent paraphrasing seems especially appropriate to two general conditions:

1. When mistakes might be costly, accuracy of communication becomes more important. To assume understanding rather than checking it out under such a condition is to risk grave consequences.
2. Strong feelings in the sender and/or the receiver increase the probability that comments will be misunderstood, because they distort or obscure parts of the message. In such cases, paraphrasing becomes crucial as a way of insuring that the message comes through as intended. The next time someone is angry with you or you are angry with another, try paraphrasing what he or she says until the other person agrees that you understand what he is trying to convey. Note what effect this has on the other person's feelings and also on your own.

Paraphrasing is one of the basic communication skills you will be introduced to during this series. The other basic skills are behavior description, description of feeling and perception checking. The skills can be learned, practiced, and then used in whatever situations you need them to help you understand the communication between you and others.

John Wallen

ANSWER SHEET FOR UNIT 2

Unit 2
Handout 7

Unit 2: Paraphrasing

Check one answer for each of the statements below.

1. The term PARAPHRASE is used here to mean showing the other person:

_____ That you care about his/her ideas

__X__ What his or her idea or suggestion means to you

_____ That you were listening carefully

_____ That you can quote what has been said

2. You do this to be sure:

__X__ That what you understood is what he or she intended

_____ He or she knows that you heard him/her

_____ That you can now share your idea

_____ That he or she understands what you mean

UNIT 3: BEHAVIOR DESCRIPTION
Leader Information

Purposes: To develop the ability to describe specific behavior instead of responding to personality and assumed motivation.

To use "behavior description" to enable others to identify the specific behavior to which an individual is responding.

Unit Time: 90 Minutes

Equipment:
Projector
Pencils

Materials:
Unit 3 Film
Newsprint Schedule (N2)

Handouts:
1. Film Introduction
2. Describe Behavior
3. Behavior Description
4. Defensive Communication
5. Answer Sheet for Unit 3

This unit designed by Rosalie Howard and Barry Jentz
Revised by René Pino

UNIT 3: BEHAVIOR DESCRIPTION
Leader Information

	Objective	Rationale	Material
1.			
2.			Handout 1
3.	To observe behavior that can be described easily.	To provide behavior by persons not in the group, thus making it easier to describe. This forces the group members to describe behavior before having information on how to do it. Later they can see how much they need to learn.	Handout 2 Unit 3 Film: Principal and student discussing school.
4.	To provide cognitive information on what comprises behavior description.	To compare behavior descriptions in Handout 2 with criteria for behavior description in Handout 3.	Handout 3
5.	To compare results with others, applying criteria.	To give participants an opportunity to realize that others can't readily describe behavior and that practice is needed.	
6.	To compare description of actual behavior observed in the group to identify adequate/inadequate description.	To show participants the difficulties in describing behavior.	
	To review criteria for the communication skill of behavior description.	To provide self-generated criteria for increasing skill of critiquing accuracy of behavior description.	

UNIT 3: BEHAVIOR DESCRIPTION
Leader Information

	Instructions	Time
1.	Present a schedule of activities on newsprint. (N2)	2 Minutes
2.	Ask participants to read Handout 1, Film Introduction.	2 Minutes
3.	Show film. Ask participants to write a description on Handout 2 of behavior of individuals in the film.	10 Minutes
4.	Ask participants to read Handout 3, Behavior Description. Then instruct them to check their descriptions on Handout 2: Do they meet criteria given in Handout 3? Ask them to make desired changes on Handout 2. Work will be shared in sextets.	10 Minutes
5.	Ask sextets to share behavior descriptions. They are to critique results using criteria in Handout 3 for 15 minutes.	15 Minutes
6.	Interrupt to ask trios to meet. They should (a) discuss sextet differences in descriptions of behavior and (b) identify difficulties in describing behavior.	10 Minutes

UNIT 3: BEHAVIOR DESCRIPTION
Leader Information

	Objective	Rationale	Material
7.	To apply criteria within the group.	To provide real here-and-now material for behavior identification and description.	
8.	To provide cognitive information on what behaviors create supportive and defensive climates in groups.	To provide opportunity for participants to begin making self-generated connection between skill of behavior description and group climates.	Handout 4
9.	To practice describing in a "real" setting.	To provide opportunity for trial of behavior description and to receive reactions as to the correct application of criteria.	
10.	To master the basic cognitive learning for the unit as represented by the correct answers.	To reinforce accurate answers about major points of cognitive learning in the unit.	Handout 5

Instructions	Time
7. Interrupt to ask participants to look again at Handout 3. Review aloud for them: Behavior description means describing specific observable actions, without placing a value on them as right or wrong, bad or good. Descriptions do not include accusations or generalizations about the other person's motives, attitudes or personality traits.	5 Minutes
8. Ask participants to read Handout 4, Defensive Communication. Think about the behavior of the trio members during the preceding two discussions. Announce that during the next trio meeting each person is to describe briefly the behavior of the other two as seen in the preceding sextet and trio discussions.	15 Minutes
9. Interrupt and ask trios to meet. Each trio member should share his or her behavior description of the other two. Then have trio discussion; refer to Handout 3 for criteria application. Ask them to avoid defensive reaction of attempting to explain their behavior.	20 Minutes
10. Mention Handout 5	1 Minute

UNIT 3: BEHAVIOR DESCRIPTION

1. Receive overview of unit
2. Individuals: read H1, Film Introduction
3. View film
4. Individuals: write description of behavior in film; use H2
5. Individuals: read theory paper H3, Behavior Description; review work on H2
6. Sextets: discuss and critique H2, using criteria in H3
7. Trios: discuss differences in descriptions; identify difficulties in describing behavior
8. Review H3
9. Individuals: read theory paper H4, Defensive Communication; think about behavior of trio members during preceding sextet and trio discussions
10. Trios: share and discuss behavior descriptions
11. Review H5, Answer Sheet

This film presents a principal and a student discussing the student's school performance. You are to watch the behavior of both.

After viewing the film, write on Handout 2 a description of the behavior of the individuals in the film. Try to describe the behavior of the principal and that of the student by using words which point out and identify both the verbal and nonverbal things they do in the film.

DESCRIBE BEHAVIOR

Unit 3
Handout 2

Principal

Student

BEHAVIOR DESCRIPTION
A Basic Communication Skill for
Improving Interpersonal Relationships

Unit 3
Handout 3

The Problem

If you and another person are to discuss the way you work together or what is happening in your relationship, both of you must be able to talk about what each does that affects the other. This is not easy. Most of us have trouble describing another's behavior clearly enough so the other person can understand what actions of his or hers we have in mind.

Instead of describing the other person's behavior we usually discuss his or her attitudes, motivations, traits and personality characteristics. Often our statements are more expressive of the way we feel about the other's actions than they are informing about that person's behavior. And yet we may be unaware of our feelings at the time.

Let's suppose you tell me that I am rude (a trait) or that I don't care about your opinion (my motivation). Because I am not trying to be rude and because I feel that I do care about your opinion, I don't understand what you are trying to communicate. We certainly have not moved closer to a shared understanding. However, if you point out that several times in the past few minutes I have interrupted you and have overridden you before you could finish what you were saying, I receive a more exact picture of which actions of mine are affecting you.

The Skill

Behavior description means reporting specific, observable actions of others without placing a value on them as right or wrong, bad or good, and without making accusations or generalizations about the other's motives, attitudes or personality traits.

John L. Wallen

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You try to let others know what behavior you are responding to by describing it clearly and specifically enough so that they know what you observed. To do this you must describe visible evidence--actions that are open to anybody's observation. Sometimes, for practice, it is helpful to try beginning your description with "I saw that..." or "I noticed that..." or "I heard you say..." to remind yourself that you are trying to describe specific actions.

Example: "Jim, you've talked more than others on this topic. Several times you cut off others before they had finished."

> NOT: "Jim, you're too rude!" which names a trait and gives no evidence.
>
> NOT: "Jim, you always want to hog the center of attention!" which imputes an undesirable motive or intention.

Example: "Ann, you've taken the opposite of nearly everything Harry has suggested today."

> NOT: "Ann, you're just trying to show Harry up." which is an accusation of undesirable motivation.
>
> NOT: "Ann, you're being stubborn." which is name calling.

Example: "Jill, you cut in before I had finished."

> NOT: "Jill, you deliberately didn't let me finish." The word "deliberately" implies that Jill knowingly and intentionally cut you off. All that anybody can observe is that she did cut in before you had finished.

Several members of the group had told Ben that he was too arrogant. Ben was confused and puzzled by this judgment. He was confused because he didn't know what to do about it; he didn't know what it referred to. He was puzzled because he didn't feel arrogant or scornful of the others. In fact, he admitted that he really felt nervous and unsure of himself.

Finally, Joe commented that Ben often laughed explosively after making a comment that seemed to have no humorous aspects. Ben said he has been unaware of this. Others immediately recognized this was the behavior that made them perceive Ben as looking down on them and, therefore, as being arrogant. The pattern, thus, was as follows. When he made a statement of which he was somewhat unsure, Ben felt insecure. Ben's feelings of insecurity expressed themselves in an explosive laugh after making the statement → the other person perceived Ben as laughing at him → the other person felt put down and humilitated → the other expressed his or her feeling of humiliation by calling Ben arrogant. Note that Ben had no awareness of his own behavior which was being misread until Joe accurately described what Ben was doing. Then Ben could see that his laugh was a way of attempting to cope with his own feelings of insecurity.

To develop skill in describing behavior you must sharpen your observation of what actually did occur. You must force yourself to pay attention to what is observable, to hold inferences in abeyance. As you practice this you may find that many of your conclusions about others are based less on observable evidence than on your own feelings of affection, insecurity, irritation, jealousy or fear. For example, accusations that attribute undesirable motives to another are usually expressions of the speaker's negative feelings toward the other and not descriptions at all.

DEFENSIVE COMMUNICATION[1]

Unit 3
Handout 4

One way to understand communication is to view it as a people process rather than as a language process. If a person is to make fundamental improvements in communication, he or she must make changes in interpersonal relationships. One possible type of alteration--and the one with which this paper is concerned--is that of reducing the degree of defensiveness.

Defensive behavior is defined as that behavior which occurs when an individual perceives threat or anticipates threat in the group. People who behave defensively, even though they also give some attention to the common task, devote an appreciable portion of their energy to defending themselves. Besides talking about the topic, they think about how they appear to others, how they may be seen more favorably, how they may win, dominate, impress, or escape punishment, and/or how they may avoid or mitigate a perceived or an anticipated attack.

Such inner feelings and outward acts tend to creat similarly defensive postures in others; and, if unchecked, the ensuing circular response becomes increasingly destructive. Defensive behavior, in short, engenders defensive listening, and this in turn produces postural, facial and verbal cues which raise the defense level of the original communicator.

Defense arousal prevents the listener from concentrating upon the message. Not only do defensive communicators send off multiple value, motive and affect cues, but also defensive recipients distort what they receive. As people become more and more defensive, they become less and less able to perceive accurately the motives, the values and the emotions of the sender. My analysis of tape recorded discussions revealed that increases in defensive behavior were correlated positively with losses in efficiency in communication.[2] Specifically, distoritions became greater when defensive states existed in the groups.

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[1] Jack R. Gibb. "Defensive Communication." The Journal of Communication. 11: 141-148; September 1961.

The converse, moreover, also is true. The more "supportive" or defense reductive the climate, the less the receivers read into the communication distorted loadings which arise from projections of their own anxieties, motives and concerns. As defenses are reduced, the receivers become better able to concentrate upon the structure, the content and the cognitive meanings of the message.

In working over an eight-year period with recordings of discussions occurring in varied settings, I developed the six pairs of defensive and supportive categories presented in Table 1. Behavior which a listener perceives as possessing any of the characteristics listed in the left-hand column arouses defensiveness, whereas that which an individual interprets as having any of the qualities designated as supportive reduces defensive feelings. The degree to which these reactions occur depends upon the personal level of defensiveness and upon the general climate in the group at the time.[3]

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[2] Jack R. Gibb. "Defense Level and Influence Potential in Small Groups." Leadership and Interpersonal Behavior. Edited by L. Petrullo and B. M. Bass. New York: Holt, Rinehart and Winston, 1961, pps. 66-81.

[3] Jack R. Gibb. "Sociopsychological Processes of Group Instruction." The Dynamics of Instructional Groups. Edited by N. B. Henry. Fifty-Ninth Yearbook, Part II, National Society for the Study of Education, 1960. pps. 115-135.

TABLE 1

Categories of Behavior Characteristics of Supportive and Defensive Climates in Small Groups

Defensive Climates	Supportive Climates
1. Evaluation	1. Description
2. Control	2. Problem Orientation
3. Strategy	3. Spontaneity
4. Neutrality	4. Emphathy
5. Superiority	5. Equality
6. Certainty	6. Provisionalism

Speech or other behavior which appears evaluative increases defensiveness. If by expression, manner of speech, tone of voice or verbal content the sender seems to be evaluating or judging the listener, then t receiver goes on guard. Of course, other factors may inhibit the reaction. If the listener thought that the speaker regarded him as an equal and was being open and spontaneous, for example, the evaluativeness in a message would be neutralized and perhaps not even perceived. This same principle applies equally to the other five categories of potentially defense-producing climates. The six sets are interactive.

Because our attitudes toward other persons are frequently, and often necessarily, evaluative, expressions which the defensive person will regard as nonjudgmental are hard to frame. Even the simplest question usually conveys the answer that the sender wishes or implies the response that would fit into his value system. A mother, for example, immediately following an earth tremor that shook the house, sought for her small son with the question: "Bobby, where are you?" The timid and plaintive "Mommy, I didn't do it." indicated how Bobby's chronic mild defensiveness predisposed him to react with a projection of his own guilt and in the context of his chronic assumption that questions are full of accusation.

Anyone who has attempted to train professionals to use information-seeking speech with neutral effect appreciates how difficult it is to teach a person to say even the simple "Who did that?" without being seen as accusing. Speech is so frequently judgmental that there is a reality base for the defensive interpretations which are so common.

When insecure, group members are particularly likely to place blame, to see others as fitting into categories of good or bad, to make moral judgments of their colleagues, and to question the value, motive and affect loadings of the speech which they hear. Since value loadings imply a judgment of others, a belief that the standards of the speaker differ from her or his own causes the listener to become defensive.

Descriptive speech, in contrast to that which is evaluative, tends to arouse a minimum of uneasiness. Speech acts which the listener perceives as genuine requests for information or as material with neutral loadings are descriptive. Specifically, presentations of feelings, events, perceptions or processes which do not ask or imply that the receiver change behavior or attitude are minimally defense producing. The difficulty in avoiding overtone is illustrated by the problems of news reporters in writing stories about unions, communists, Negroes and religious activities without tipping off the "party" line of the newspaper. One can often tell from the opening words in a news article which side the editorial policy favors.

Speech which is used to control the listener evokes resistance. In most of our social intercourse someone is trying to do something to someone else--to change an attitude, to influence behavior or to restrict the field of activity. The degree to which attempts to control produce defensiveness depends upon the openness of the effort, for a suspicion that hidden motives exist heightens resistance. For this reason, attempts of nondirective therapists and progressive educators to refrain from imposing a set of values, a point of view or a problem solution upon the receivers meet with many barriers. Since the norm is control, noncontrollers must earn the perceptions that their efforts have no hidden motives. A bombardment of persuasive "messages" in the fields of politics, education, special causes, advertising, religion, medicine, industrial relations and guidance has bred cynical and paranoidal responses in listeners.

Implicit in all attempts to alter another person is the assumption by the change agent that the person to be altered is inadequate. That the speaker secretly views the listener as ignorant, unable to make his or her own decisions, uninformed, immature, unwise or possessed of wrong or inadequate attitudes is a subconscious perception which gives the latter a valid base for defensive reactions.

Methods of control are many and varied. Legalistic insistence on detail, restrictive regulations and policies, conformity norms and all laws are among the methods. Gestures, facial expressions, other forms of nonverbal communication, and even such simple acts as holding a door open in a particular manner are means of imposing one's will upon another and hence are potential sources of resistance.

Problem orientation, on the other hand, is the antithesis of persuasion. When the sender communicates a desire to collaborate in defining a mutual problem and in seeking its solution, that person tends to create the same problem orientation in the listener; and, of greater importance, also implies that he or she has no predetermined solution, attitude or method to impose. Such behavior is permissive in that it allows the receivers to set their own goals, make their own decisions and evaluate their own progress --or to share with the sender in doing so. The exact methods of attaining permissiveness are not known, but they must involve a constellation of cues and they certainly go beyond mere verbal assurances that the communicator has no hidden desires to exercise control.

When the sender is perceived as engaged in a stratagem involving ambiguous and multiple motivations, the receiver becomes defensive. No one wishes to be a guinea pig, a role player or an impressed actor, and no one likes to be the victim of some hidden motivation. That which is concealed, also, may appear larger than it really is with the degree of defensiveness of the listener determining the perceived size of the suppressed element. The intense reaction of the reading audience to the material in the Hidden Persuaders indicates the prevalence of defensive reactions to multiple motivations behind strategy. Group members who are seen as "taking a role," as feigning emotion, as toying with their colleagues, as withholding information or as having special sources of data are especially resented. One participant once complained that another was "using a listening technique" on him!

A large part of the adverse reaction to much of the so-called human relations training is a feeling against what are perceived as gimmicks and tricks to fool or to "involve" people, to make them think they are making their own decisions or to make the listener feel that the sender is genuinely interested in him or her as a person. Particularly violent reactions occur when it appears that someone is trying to make a strategem appear spontaneous. One person has reported a boss who incurred resentment by habitually using the gimmick of "spontaneously" looking at her watch and saying, "My gosh, look at the time--I must run to an appointment." The belief was that the boss would create less irritation by honestly asking to be excused.

Similarly, the deliberate assumption of guilelessness and natural simplicity is especially resented. Monitoring the tapes of feedback and evaluation sessions in training groups indicates the surprising extent to which members perceive the strategies of their colleagues. This perceptual clarity may be quite shocking to the strategist, who usually feels that she or he has cleverly hidden the motivational aura around the "gimmick."

This aversion to deceit may account for one's resistance to politicians who are suspected of behind-the-scenes planning to get votes, to psychologists whose listening apparently is motivated by more than the manifest or content-level interest in their behavior, or to the sophisticated, smooth or clever person whose "one-upmanship" is marked with guile. In training groups the role-flexible person frequently is resented because changes in behavior are perceived as strategic maneuvers.

In contrast, behavior which appears to be spontaneous and free of deception is defense reductive. If the communicator is seen as having a clean id, as having noncomplicated motivations, as being straightforward and honest and as behaving spontaneously in response to the situation, that person is likely to arouse minimal defense.

When neutrality in speech appears to the listeners to indicate a lack of concern for their welfare, they become defensive. Group members usually desire to be perceived as valued persons, as individuals of special worth and as objects of concern and affection. The clinical, detached, person-is-an-object-of-study attitude on the part of many psychologist-trainers is resented by group members. Speech with low affect that communicates little warmth or caring is in such contrast with the affect-laden speech in social situations that it sometimes communicates rejection.

Communication that conveys empathy for the feelings and respect for the worth of the listener, however, is particularly supportive and defense reductive. Reassurance results when a message indicates that the speaker identifies with the listener's problems, shares feelings and accepts emotional reactions at face value. Though often intended as support giving, abortive efforts to deny the legitimacy of the receiver's emotions by assuring the receiver that he or she need not feel bad, rejected, or overly anxious may impress the listener as lack of acceptance. The combination of understanding and empathizing with the other person's emotions with no accompanying effort to change him or her apparently is supportive at a high level.

The importance of gestural behavioral cues in communicating empathy should be mentioned. Apparently spontaneous facial and bodily evidences of concern are often interpreted as especially valid evidence of deep-level acceptance.

When people communicate to others that they feel superior in position, power, wealth, intellectual ability, physical characteristics or other ways, they arouse defensiveness. Here, as with the other sources of disturbance, whatever arouses feelings of inadequacy causes the listener to center upon the affect loading of the statement rather than upon the cognitive elements. The receiver then reacts by not hearing the message, by forgetting it, by competing with the sender or by becoming jealous.

People who are perceived as feeling superior communicate they are not willing to enter into a shared problem-solving relationship, they probably do not desire feedback, do not require help, and/or will be likely to try to reduce the power, the status or the worth of the receiver.

Many ways exist for creating the atmosphere that the sender feels equal to the listener. Defenses are reduced when one perceives the sender as being willing to enter into participative planning with mutual trust and respect. Differences in talent, ability, worth, appearance, status and power often exist, but the low defense communicator seems to attach little importance to these distinctions.

The effects of dogmatism in producing defensiveness are well known. Those who seem to know the answers, to require no additional data and to regard themselves as teachers rather than as coworkers tend to put others on guard. Moreover, in my experiment, listeners often perceived manifest expressions of certainty as connoting inward feelings of inferiority. They saw the dogmatic individual as needing to be right, as wanting to win an argument rather than solve a problem, and as seeing his or her ideas as truths to be defended. This kind of behavior often was associated with acts which others regarded as attempts to exercise control. People who were "right" seemed to have low tolerance for members who were "wrong," that is, those who did not agree with the sender.

One reduces the defensiveness of the listener when communicating a willingness to experiment with his or her own behavior, attitudes and ideas. The person who appears to be taking provisional attitudes, to be investigating issues rather than taking sides on them, to be problem solving rather than debating, and to be willing to experiment and explore, tends to communicate that the listener may have some control over the shared quest or the investigation of the ideas. A person genuinely searching for information and data does not resent help or company along the way.

Conclusion

The implications of the above material for the parent, the teacher, the manager, the administrator or the therapist are fairly obvious.

Arousing defensiveness interferes with communication and thus makes it difficult--and sometimes impossible--for anyone to convey ideas clearly and to move effectively toward the solution of therapeutic, educational or managerial problems.

Unit 3: Behavior Description

1. The definition which follows has three parts missing. Complete it by writing in the letter of the correct completion from the list below. One letter signifying a group of missing words belongs in each of the three blank spaces.

Behavior description means __d__ of others without __f__ or __a__.

a. Making accusations or generalizations about motives, attitudes or personality traits

b. Reporting your interpretation of the actions

c. Making clear your feelings about the actions

d. Reporting specific, observable actions

e. Giving operational interpretations of a set of interpersonal behaviors

f. Placing a value on them as right or wrong

g. Showing approval in a condescending manner

UNIT 4: DESCRIPTION OF FEELINGS AND PERCEPTION CHECK
Leader Information

Purposes: To practice describing feelings in specific terms.

To enable participants to describe feelings applying criteria specifications.

Unit Time: 95 Minutes

Equipment:
Projector
Pencils

Materials:
Unit 4 Film
Newsprint Schedule (N3)
Newsprint Instructions for Step 9 (N4)

Handouts:
1. Film Introduction
2. Description of Feelings
3. Communication of Feelings
4. Answer Sheet for Unit 4

This unit designed by Rosalie Howard and Barry Jentz
Revised by René Pino

UNIT 4: DESCRIPTION OF FEELINGS AND PERCEPTION CHECK
Leader Information

	Objective	Rationale	Material
1.			
2.	To show different ways the same feeling can be expressed.	Many people in our culture find anger a difficult feeling to express.	Handout 1
3.			Unit 4 Film: Three people responding in anger to unshown person.
4.			
5.		To provide identification and comparison of different ways of expressing anger.	
6.	To enable participants to differentiate between expressing and describing.	To provide cognitive material.	Handout 2
7.	To provide practice with the skill of describing feelings.	It is not easy to describe feelings and this exercise points out how expressed feelings can be confused with described feelings.	Handout 3
8.	To provide immediate feedback about the correctness of their answers.		
9.		To provide a larger group with more information and individual opinions for discussion.	

UNIT 4: DESCRIPTION OF FEELINGS AND PERCEPTION CHECK

Leader Information

	Instructions	Time
1.	Present a schedule of steps on newsprint. (N3)	2 Minutes
2.	Read Handout 1 to the group for emphasis.	2 Minutes
3.	Show the film.	5 Minutes
4.	Instruct trios to discuss the different ways the feeling of anger was expressed and to share how they might have shown their own anger in such a situation.	2 Minutes
5.	Trios discuss and share.	15 Minutes
6.	Interrupt and indicate that it is often difficult to tell what people are feeling. Ask participants to read Handout 2, Description of Feelings.	15 Minutes
7.	Ask participants to read the first two pages of Handout 3, Communication of Feelings.	2 Minutes
8.	Ask trios to carry out exercises on Handout 3, pp. 97-104. Reinforce their doing one item at a time.	35 Minutes
9.	Interrupt after 35 minutes and direct participants to form sextets. Present topics to sextet on newsprint (N4): 1. Identify the difficulties a person might have in attempting to describe feelings 2. Identify situations when it might be appropriate to use the skill	2 Minutes

UNIT 4: DESCRIPTION OF FEELINGS AND PERCEPTION CHECK
Leader Information

Objective	Rationale	Material
10. To identify when, where, how the skill of describing feelings can be used appropriately in the school setting.	Time to discuss reactions to the skill and its application is needed if the participants are likely to utilize this skill.	
11. To master the basic cognitive learning for the unit as represented by the correct answers.	To reinforce accurate answers about major points of cognitive learning in the unit.	Handout 4

UNIT 4: DESCRIPTION OF FEELINGS AND PERCEPTION CHECK
Leader Information

Instructions	Time
10. Sextet work on assignment. Interrupt after 5 minutes and call attention to the diagram on the second page of Handout 2. It illustrates the differences between expressing feelings and describing them.	15 Minutes
11. Direct attention to Handout 4.	1 Minute

UNIT 4: DESCRIPTION OF FEELINGS AND PERCEPTION CHECK

1. Receive overview of unit
2. Individuals: read H1, Film Introduction
3. View film
4. Trios: discuss film and own probable behavior
5. Individuals: read theory paper H2, Description of Feelings
6. Trios: complete H3, exercise on Communication of Feelings
7. Sextets: discuss skill and its applications
8. Review H4, Answer Sheet

NEWSPRINT INSTRUCTIONS FOR STEP 9

1. IDENTIFY THE DIFFICULTIES A PERSON MIGHT HAVE IN ATTEMPTING TO DESCRIBE FEELINGS.
2. IDENTIFY SITUATIONS WHEN IT MIGHT BE APPROPRIATE TO USE THE SKILL OF DESCRIBING FEELINGS.

FILM INTRODUCTION

Unit 4
Handout 1

This film is composed of three episodes in which three persons respond with emotions to someone off-camera.

The common feeling expressed is anger.

The film demonstrates how one feeling can be expressed indirectly in many ways.

Please identify and be prepared to share the different ways the feeling was expressed in each episode.

DESCRIPTION OF FEELINGS
A Basic Communication Skill for
Improving Interpersonal Relationships

Unit 4
Handout 2

The Problem

To communicate your own feelings accurately or to understand those of others is difficult.

First, expressions of emotion take many different forms. Feelings can express themselves in bodily changes, in actions and in words. (See the diagram on the next page.)

Second, any specific expression of feeling may come from very different feelings. A blush, for example, may indicate the person is feeling pleased, but it may also indicate that he feels annoyed, embarrassed or uneasy.

Likewise, a specific feeling does not always get expressed in the same way. For example, a child's feeling of affection for a teacher may lead him to blush when she stands near his desk, to touch her as he passes her, to watch her as she walks around the room, to tell her "You're nice," to bring his pet turtle to show her, etc.; different forms of expression indicate the child's feeling of affection.

Communication of feelings, thus, is often inaccurate or even misleading. What looks like an expression of anger, for example, often turns out to result from hurt feelings or from fear.

A further obstacle to the accurate communication of feelings is that your perception of what another is feeling is based on so many different kinds of information. When somebody speaks, you notice more than just the words she says. You note her gestures, voice tone, posture, facial expression, etc. In addition, you are aware of the immediate present

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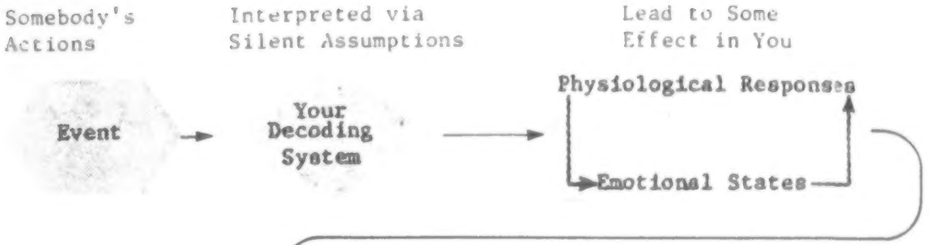
John L. Wallen

HOW EMOTIONAL STATES EXPRESS THEMSELVES


Somebody's Actions
Interpreted via Silent Assumptions
Lead to Some Effect in You
Event
Your Decoding System
Physiological Responses
Emotional States

Even when you are unaware of your feelings, your emotional state may express itself in these ways.

Physiological Expression: Heart Rate, Breathing, Blushing, Sweating, Weeping, Trembling...

Expression in Actions: Hugging, Smiling, Hitting, Looking At or Away, Slouching, Biting Lips...

Expression in Words:

COMMANDS:	"Shut up!"
QUESTIONS:	"Is it safe to drive this fast?"
ACCUSATIONS:	"You don't care about me."
NAME-CALLING:	"You're rude."
SARCASM:	"You certainly make a person feel appreciated!"
JUDGMENTS:	
Approval:	"You're wonderful!"
Disapproval:	"You talk too much."

DESCRIPTIONS OF FEELING:

"I hurt too much to hear any more."
"I'm afraid of going this fast."
"It hurt my feelings when you forgot my birthday."
"I felt put down when you ignored my comment."
"I resent it that you don't seem to appreciate what I did for you."
"I really enjoy your sense of humor."
"I'm getting bored and beginning to tune out."

You can describe your feelings only when you are aware of what they are.

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situation--the context in which the interaction is occurring. You are aware of whether somebody is watching, for example. Therefore, you make assumptions about how the situation influences what the other is feeling. Beyond all of this you also have expectations based on your past experiences with the other individual.

You make inferences from all of this information--words, nonverbal cues, the situational context, your expectations of the other. These inferences are influenced by your own current emotional state. What you perceive the other to be feeling, then, often depends more upon what you are feeling than upon the other person's actions or words. For example, if you are feeling guilty about something, you may perceive others as angry with you. If you are feeling depressed and discouraged about yourself, others may seem to be expressing disapproval of you.

Communicating your own and understanding the feelings of others is an extremely difficult task. And, yet, if you wish others to respond to you as a person, you must help them understand how you feel. Likewise, if you are concerned about the other as a person and about your mutual relationship, you must try to understand his or her emotional reactions.

The Skill

Although we usually try to describe our ideas clearly and accurately, we often do not try to describe our feelings clearly. Feelings get expressed in many different ways, but we do not usually attempt to identify the feeling itself.

One way to describe a feeling is to identify or name it. "I feel angry." "I feel embarrassed." "I feel comfortable with you." However, we do not have enough names of labels to encompass the broad range of human emotions, and so we invent other ways to describe our feelings, such as the use of similes. "I feel like a tiny frog in a huge pond." A girl, whose friendly overture had just been rebuffed, said, "I feel like I have just had an arm amputated."

A third way to describe a feeling is to report what kind of action the feeling urges you to do. "I feel like hugging and hugging you." "I'd like to slap you." "I wish I could walk off and leave you."

In addition, many figures of speech serve as descriptions of feeling. "I just swallowed a bushel of spring sunshine."

Describing Your Own Feelings

When describing your feelings, try to make clear what feelings you are experiencing by identifying them. The statement must (1) refer to "I," "me," or "my," and (2) specify some kind of feeling by name, simile, action urge or other figure of speech.

The following examples show the relation between two kinds of expressions of feeling, (1) those that describe what the speaker is feeling, and (2) those that do not. Notice that expressions of feeling which describe the speaker's emotional state are more precise, less capable of misinterpretation and, thus, convey more accurately what feelings are affecting the speaker.

Expressing feeling by describing your emotional state	Expressing feeling without describing your emotional state
"I feel embarrassed." "I feel annoyed." "I feel pleased."	Blushing and saying nothing.
"I feel angry!" "I'm worried about this." "I feel hurt by what you said."	Suddenly becoming silent in the midst of a conversation.

"I enjoy her sense of humor." "I respect her abilities and competence." "I love her but I feel I shouldn't say so."	"She's a wonderful person."
"I hurt too much to hear any more." "I feel angry at myself." "I'm angry with you."	"Shut up!!!"

Because emotional states express themselves simultaneously in words, in actions and in physiological changes, people may convey contradictory messages about what they are feeling. For example, their actions (a smile or laugh) may contradict their words (anger). The clearest emotional communication occurs when the speaker's description of what he or she is feeling matches and, thus, amplifies what is being conveyed by his or her actions and other nonverbal expressions of feeling.

The aim in describing your own feelings is to start a dialogue that will improve your relationship with the other person. After all, others need to know how you feel if they are to take your feelings into account. Negative feelings are indicator signals that something may be going wrong in a relationship with another person. To ignore negative feelings is like ignoring a warning light that indicates an electrical circuit is overloaded. Negative feelings are a signal that the two of you need to check for misunderstanding and faulty communication.

After discussing how each sees the situation or your relationship, you may discover that your feelings resulted from false perceptions of the situation and of the other person's motives. In this case, your feelings would probably change. However, the other person may discover that his actions are arousing feelings in you that he wasn't aware of --feelings that others beside you might experience in response to the same behavior--and he may choose to change.

In short, describing your feelings should not be an effort to coerce the other into changing so that you won't feel as you do. Rather, you report your inner state as just one more piece of information that is necessary if the two of you are to understand and improve your relationship.

Perception Check

You describe what you perceive to be the other's inner state in order to check whether you understand what he or she feels. That is, you test to see whether you have decoded his or her expressions of feeling accurately. You transform those expressions of feeling into a tentative description of the feeling. A good perception check conveys this message, "I want to understand your feelings--is this (making a description of the feelings) the way you feel?"

Examples:

> "I get the impression you are angry with me. Are you?"
> (NOT: "Why are you so angry with me?" This is mind reading, not perception checking.)
>
> "Am I right that you feel disappointed that nobody commented on your suggestion?"
>
> "I'm not sure whether your expression means that my comment hurt your feelings, irritated or confused you."

Note that a perception check describes the other's feelings, and does not express disapproval or approval. It merely conveys, "This is how I understand your feelings. Am I accurate?"

Communication by Words

Any spoken statement can convey feelings. Even the factual report, "It's three p.m." can be said in such a way that it expresses anger or disappointment. However, the words do not convey the feelings; the speaker's nonverbal actions do. A person's voice tone, emphasis, gestures, facial expression convey anger or disappointment.

The content of some sentences, however, appears as feelings even when you cannot see or hear the speaker. In such cases the topic or the wording itself reveals that feelings are present in the speaker.

There are two different ways of communicating feelings by words--two different kinds of verbal expressions of feelings.

A. The sentence conveys feeling by describing specifically what the speaker is feeling. (Examples: "I am disappointed." "I feel left out." "I like you.") The emotional state of the speaker is the topic or content of the sentence. The speaker's feeling is identified by some word or phrase such as "disappointed," "left out," "like." That is, the speaker's feeling is described.

B. The sentence conveys feelings but does not describe what the speaker feels. (Examples: "Oh, Heck!" "Get out!" "I thought you'd never get here.") Strong feeling obviously is behind each of the examples, but the statement does not describe the feeling itself. We may feel sure what the feeling is, but the statement does not identify it.

Directions

The exercise on the next page is designed to help you learn as you go through it. It is NOT A TEST. For this reason do not fill out all items before discussing them. DO ONE ITEM AT A TIME as the following steps indicate.

A. Read the introductory paragraphs on the next page to yourself.

B. Fill in your responses to ITEM 1.

C. Compare your responses to ITEM 1 with those of the other members of your trio. If you did not all answer alike, what are the reasons for the different responses?

D. One member of your trio should now read aloud that paragraph which discusses the responses to ITEM 1. Discuss this until you all believe you understand the point being made.

E. Repeat Steps B, C and D for ITEM 2. Then continue this process for each item in turn until you have completed all ten items.

Exercise

Put a D before each sentence below that conveys feeling BY DESCRIBING the speaker's emotional state.

Put an N before each sentence that conveys feeling but DOES NOT DESCRIBE or identify the speaker's emotional state.

1. (___) a. Shut up! Not another word out of you!
   (___) b. I'm really annoyed by what you just said.

2. (___) a. Can't you see 'm busy? Get out!
   (___) b. I'm beginning to resent your constant interruptions.
   (___) c. You have no consideration for anybody else's feelings. You're completely selfish.

3. (___) a. I feel discouraged because of some things that happened today.
   (___) b. This has been an upsetting day.

4. (___) a. You're a wonderful person.
   (___) b. I really like you.

5. (___) a. I feel comfortable and free to be myself when I'm around you.
   (___) b. We all feel you're a wonderful person.
   (___) c. Everybody likes you.

6. (___) a. If things don't improve around here, I'll look for a new job.
   (___) b. Did you ever hear of such a lousy outfit as this is?
   (___) c. I'm afraid to admit that I need help with my work.

7. (___) a. This is a very poor exercise.
   (___) b. I feel this is a very poor exercise.
   (___) c. I'm confused, frustrated and annoyed by this exercise.

8. (___) a. I feel inadequate when teaching that particular subject.
   (___) b. I am inadequate in teaching that particular subject.

9 (___) a. I am a failure; I'll never amount to anything.
   (___) b. That teacher is awful. He didn't teach me anything.
   (___) c. I'm depressed and discouraged because I did so poorly on that test.

10. (___) a. I feel lonely and isolated in my group.
   (___) b. For all the attention anybody pays to me I might as well not be in my group!
   (___) c. I feel that nobody in my group cares whether I am there or not.

Discussion of Responses

Review of Procedures

A. COMPARE your responses to ITEM 1 with those of the other members of your trio. If you did not all answer alike, what are the reasons for the different responses?

B. One member of each trio should read aloud the paragraph below for each response to ITEM 1. Discuss each until you all believe you understand the point being made.

C. Repeat steps for ITEM 2. Then continue this process for each item in turn until you have completed all ten items.

Be sure to look up the correct item number. The paragraphs have been scrambled so you won't look accidentally at the responses for the next item to be worked on.

Item 1: Expression a...N. Commands such as these convey strong emotion without describing what kinds of feeling evoked the commands.

Expression b...D. The speaker conveys a feeling by describing herself as annoyed. Thus, the statement not only expresses feeling; it also names the feeling.

Item 7: Expression a...N. This statement expresses a negative value judgment. It conveys some kind of negative feelings without describing them.

Expression b...N. Although the speaker begins by saying, "I feel..." he does not then tell what he is feeling. Instead he passes a negative value judgment on the exercise. Note that merely tacking the words "I feel" on the front of a sentence does not turn it into a description of feeling. People often say "I feel" when they mean "I think" or "I believe." For example, "I feel the Red Sox will win." or "I feel it will rain tomorrow."

Expression c...D. The speaker specifies that she feels confused, frustrated and annoyed. She describes her feelings but does not evaluate the exercise itself.

Item 7 Although we can disagree with value judgments expressed by another person we should not deny that she feels whatever she feels. If Joe says the exercise is poor and Jill says it is good, an argument may ensue about which it "really" is. However, if Joe says he was frustrated by the exercise and Jill says she was pleased and stimulated by it, no argument should follow. Each person's reaction is what it is. Of course, discussion about what causes each to feel as she does may provide important information about each person and about the exercise itself.

Many persons who say they are unaware of what they feel, habitually express value judgments about others without recognizing that they are thereby expressing positive or negative feelings.

Item 10: Expression a...D. Conveys feelings by describing the speaker as feeling lonely and isolated.

Expression b...N. Conveys negative feelings without telling whether the speaker feels angry, lonely, disappointed, hurt or what.

Expression c...N. Because it begins with "I feel" this kind of expression is often thought to describe the speaker's feelings. Notice, however, that the last part of the sentence really tells what the speaker assumes the others in the group feel about him or her and not what the speaker feels.

> Expression c and a relate to each other as follows: "Because I believe or assume that nobody in my group cares whether I am there or not, I feel lonely and isolated."

Item 4: Expression a...N. This sentence states a value judgment. It conveys positive feelings toward the other without describing what they are. Does the speaker like the other, respect him, enjoy him, love him or what? The expression does not tell us.

Expression b...D. The speaker conveys positive feeling by describing it as liking for the other.

Item 2: Expression a...N. Strong feeling is conveyed by the question and accompanying command, "Get out!" but the feeling itself is not described.

Expression b...D. The speaker's feeling is described as resentment.

Expression c...N. The speaker makes charges and accusations about the other. The accusations certainly convey strong negative feelings. However, because the feelings are not identified we do not know whether the accusations stem from anger, disappointment or hurt feelings.

Item 6: Expression a...N. Conveys negative feelings about the organization without describing them. Talks about the condition of things in this organization and not about the speaker's inner state.

Expression b...N. A rhetorical question that expresses a negative value judgment about the organization. It certainly conveys some kind of negative feeling, but does not describe what it is.

Expression c...D. A clear description of how the speaker feels in relation to his or her job. He or she feels afraid.

> Expressions a and b are attacks or criticisms of the organization that could result from the kind of fear described in c. Notice expressions that convey anger turn out to result from fear. Many expressions of anger result from fear, hurt feelings, disappointment or loneliness, but because the basic feelings are not described, the other person does not understand the speaker's true feelings.

Item 9: Expression a...N. Another example of the subtle distinction introduced in Item 8. The speaker is conveying strong negative feelings about himself ("I am a failure.") The statement does not describe his feelings, however.

Expression b...N. Instead of taking it out on herself the speaker blames the teacher. Her value judgment conveys negative feelings, but it does not describe what the speaker feels.

Expression c...D. Conveys feeling by describing the speaker's emotional state as depressed and discouraged.

Expressions a and c illustrate the important difference between labeling oneself and describing one's feelings. Feelings can and do change. To say that I am now depressed and discouraged does not imply that I will or must always feel the same. However, if I label myself as a failure, if I truly think of myself as a failure, I increase the probability that I will act like a failure.

One girl stated this important insight for herself this way, "I always thought I was a shy person. Now I have discovered that I am not shy although at times I feel shy." No longer did she keep herself from trying new things she wanted by reminding herself that she was too shy.

Item 5: Expression a...D. .. clear and specific description of how the speaker feels when around the other person.

Expression b...N. Although this conveys positive feeling toward the other, it does not say that the speaker feels this way. To be a description of feeling, the statement should use, "I," "me," "my," or "mine" to make clear the feelings are in the speaker. Secondly, "you're a wonderful person" is a value judgment which does no specify what feeling is behind it. (See Item 4.a)

Expression c...N. The statement is not about the speaker and his feelings but refers to everybody. It is true that a feeling is named in the statement, but the speaker does not make clear the feeling is in him. A description of feeling must contain "I," "me," "my" or "mine."

Note how much more personal and warm you feel when another says to you that he likes you rather than everybody likes you. Do you find it more difficult to tell another, "I like you" or "Everybody likes you"?

Item 8: Expression a...D. Conveys feeling by describing the feeling as one of inadequacy.

Expression b...N. Careful! This sounds much the same as a. However, it really says the person is inadequate. The person labels herself as inadequate. True, she conveys negative feelings about herself, but she does not describe them.

This subtle difference was introduced because many people confuse feeling inadequate with being inadequate. A person may feel inadequate when teaching a certain subject and yet do an excellent job of it. Likewise, a person may feel adequate and competent in a subject and perform poorly.

One sign of emotional maturity may be when a person functions adequately while feeling inadequate. One who knows the difference between feelings and performance does not allow such feelings to prevent the best possible performance.

Item 3: Expression a...D. Describes the speaker as feeling discouraged.

Expression b...N. Conveys negative feelings without describing what they are. The statement appears to be about the kind of day it was when, in fact, it is an expression of the way the speaker is feeling. We cannot tell from this expression whether the speaker is feeling depressed, annoyed, lonely, humiliated or rejected.

ANSWER SHEET FOR UNIT 4

Unit 4
Handout 4

Unit 4: Description of Feelings and Perception Check

1. Put a check beside each of the following which describe feelings.

___X___ "I feel pleased."

______ "She's a wonderful person."

___X___ "I'm worried about this."

______ "I feel that it's time to go."

______ "Shut up."

2. Put a check beside each of the following which is a "perception check."

______ "Why are you so angry with me?"

___X___ "Am I right that you feel disappointed that nobody commented on your suggestion?"

___X___ "I get the impression that you agree. Do you?"

______ "I see that we are ready to end the meeting."

UNIT 5: NONVERBAL COMMUNICATION AND PERCEPTION CHECK

Leader Information

Purpose:	To increase ability in identification of nonverbal behavior and to practice perception checks of how other people are feeling.
Unit Time:	98 Minutes
Equipment:	Pencils
Materials:	Newsprint Schedule (N5) Newsprint Instructions for Step 5 (N6)
Handouts:	1. Nonverbal Behavior 2. How Do You Express Your Feelings? 3. Observation Guide: Nonverbal Communication and Perception Check 4. PTA Committee; Faculty Committee 5. Answer Sheet for Unit 5

This unit designed by Robert Dyer and Evelyn Challis
Revised by René Pino

UNIT 5: NONVERBAL COMMUNICATION AND PERCEPTION CHECK
Leader Information

	Objective	Rationale	Material
1.			
2.	To identify skills in dealing with nonverbal behavior.	To provide cognitive material to help conceptualize about the problem and skills in nonverbal communication.	Handout 1
3.	To list personal styles of expressing feelings.	To provide practice in comparing the expression of feelings with words and without words.	Handout 2
4.	To increase openness within the trio.	To provide practice in sharing personal data.	
5.		To provide a supportive climate for identifying behavior to be observed and reported.	Handout 3 N6

UNIT 5: NONVERBAL COMMUNICATION AND PERCEPTION CHECK
Leader Information

	Instructions	Time
1.	Present the schedule of steps on newsprint. (N5)	2 Minutes
2.	Ask participants to read Handout 1, Nonverbal Behavior.	5 Minutes
3.	Instruct participants to complete the exercise on Handout 2, How Do You Express Your Feelings?	10 Minutes
4.	Ask trios to share and compare their responses in the exercise on Handout 2.	12 Minutes
5.	Prepare participants for intertrio work. a. Trios within sextets should designate themselves as Trio A or Trio B. b. A member from Trio A should find a pair partner from Trio B. c. The procedure for intertrio observation (see N6) should be presented to group. d. Ask trios to arrange themselves physically; Trio A should take the center with pair partners from Trio B outside and across from them. e. Refer to Handout 3; ask participants to identify in the lefthand column under A those nonverbal behaviors they want their partners to watch for during the intertrio exercise. Explain that during the observation, the observer should also use B, Nonverbal Things the Individual Does That He or She May Not Be Aware Of. f. After participants have completed A on Handout 3, ask them to exchange the handout with their pair partners. g. Read PTA Committee* assignment from Handout 4, p. 128. Tell Trio A they have 10 minutes to bring in a recommendation.	10 Minutes

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*Alternative assignments have been provided, although leader may choose to use only one of them.

UNIT 5: NONVERBAL COMMUNICATION AND PERCEPTION CHECK
Leader Information

	Objective	Rationale	Material
6-7.	To observe behavior and to report it objectively. To receive information about nonverbal behaviors.	To give a simulation situation in which the participants can be less self-conscious about nonverbal behavior than when being themselves. To provide practice in using skill of perception check. To provide opportunity to give and receive feedback.	Handout 4
8.	To share insights into behaviors.	To provide participants with opportunity to share with and learn from other trio members.	
9.	To master the basic cognitive learning for the unit as represented by the correct answers.	To reinforce accurate answers about major points of cognitive learning in the unit.	Handout 5

	Instructions	Time
6.	Trio A works on task. After 10 minutes, interrupt and ask pairs to meet to receive report from observers in Trio B. Remind observers to use righthand column, Perception Check. After pairs have met for 8 minutes, ask Trio B to take center ring while Trio A observes using Handout 3. After Trio B is in the center ring, read Faculty Committee* assignment from Handout 4, p. 130. Tell Trio B they have 10 minutes to bring in a recommendation.	20 Minutes
7.	Trio B works on task. After 10 minutes, interrupt and ask pairs to meet to receive report from observers in Trio A. Remind observers to use righthand column, Perception Check. Allow 8 minutes for the report.	18 Minutes
8.	Ask trios to meet and discuss what nonverbal behaviors they are aware of in themselves as a result of this exercise; the awareness may be a new or reinforced one. Also discuss the use of perception check during the observers' reports.	20 Minutes
9.	Mention Handout 5, Answer Sheet for Unit 5	1 Minute

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*Alternative assignments have been provided, although leader may choose to use only one of them.

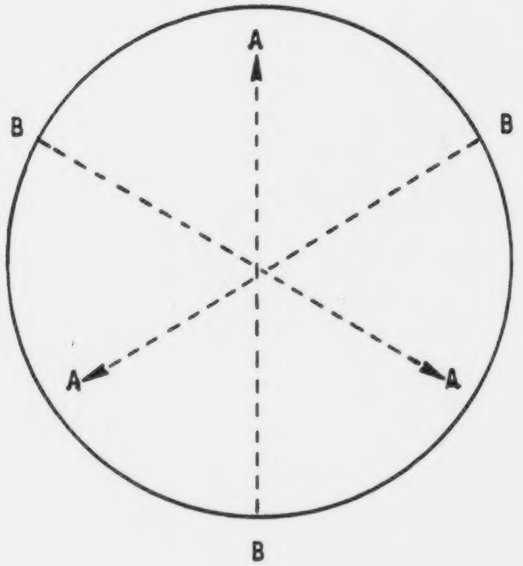
NEWSPRINT SCHEDULE

Unit 5
N5

UNIT 5: NONVERBAL COMMUNICATION AND PERCEPTION CHECK

1. Receive overview of unit
2. Individuals: read H1, Nonverbal Behavior
3. Individuals: complete H2, How Do You Express Your Feelings?
4. Trios: share and discuss work from H2
5. Prepare for sextet (intertrio) work
6. Sextet (intertrio): complete exercises; use H3, Observation Guide and H4, committee tasks
7. Trios: share and discuss nonverbal communication and perception check
8. Review H5, Answer Sheet

INTERTRIO OBSERVATION



EACH MEMBER OF TRIO A SHOULD HAVE ONE PARTNER FROM TRIO B. IN ROUND 1, TRIO B MEMBERS WILL OBSERVE THEIR PARTNERS FROM TRIO A. SEATING AND ROLES WILL BE REVERSED DURING ROUND 2.

The Problem

The first four units focused on the ways people say things verbally. Much is communicated by the words we use and the emphasis, or inflection, we give them. We also communicate in nonverbal ways such as frowning, crossing our arms, looking at the floor as we speak, blushing, looking at the clock or beckoning with a hand. Some nonverbal behaviors convey an idea such as putting a finger to your lips in a gesture of silence. Some indicate feelings such as smiling or pounding your fist on a desk.

Nonverbal behavior is often more spontaneous than the words we use. It can present, therefore, a clearer picture of the meaning which the speaker intends to communicate than words alone. There is a potential problem however. UNLESS WE USE THE SKILL OF PERCEPTION CHECK, WE MAY SOMETIMES BE INTERPRETING THE OTHER PERSON'S NONVERBAL CUES INCORRECTLY. We may think a person's eyes are closed because he or she is bored, when actually they are closed so the person can concentrate better or listen more closely to what is being said. It's important to be sure we know the correct meaning of the nonverbal behavior when it influences us in the communication.

Another possible problem can arise when you communicate things nonverbally that you are unaware of. You probably use many spontaneous nonverbal mannerisms that you are unaware of. These are part of your personal style of interpersonal communications. Some of these mannerisms may have obvious meaning to others. Some mannerisms you use may only be understood correctly by those who know you well. They may cause frequent confusion or misunderstanding for those who do not know you well. It can be important to become aware of the nonverbal mannerisms which are part

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Charles Jung

The third skill involves giving and receiving feedback, i.e., sharing impressions of and reactions to the other person's behavior. A number of guidelines for giving and receiving feedback are suggested in Unit 6. Two especially important ones for clarifying meanings of nonverbal behavior are paraphrasing to be sure you understand what the other is seeing in you and being specific in asking him or her to observe your nonverbal mannerisms. Examples of being specific would be to say,

> "Watch and tell me after the meeting whether there are times you think I appeared to be bored."

OR

> "Have I been doing anything as you spoke that indicated times I agreed or disagreed with your ideas?"

HOW DO YOU EXPRESS YOUR FEELINGS?

Unit 5
Handout 2

Do these five exercises individually. When everyone has finished, discuss the different possibilities that the group members have written down. If you have any questions refer back to the paper on Description of Feelings.

Below are some feelings you may have experienced. For each of these you are to report two different ways that you express such feelings.

The first answer should be some way that would express but not describe your feelings. The second answer should report how you might express such feelings by actions without using words.

1. When you feel bored with what is going on in a group, how does your feeling usually express itself?

   In words?

   Without words?

2. When you feel very annoyed with another staff member, but reluctant to say so openly, how does your feeling usually express itself?

   In words?

   Without words?

3. Another person says or does something to you that deeply hurts your feelings; how does your feeling usually express itself?

   In words?

   Without words?

4. Another person asks you to do something that you are afraid you cannot do very well. You also do not wish that person to know that you feel inadequate; how do your feelings express themselves?

   In words?

   Without words?

5. When you feel fondness and affection for another person and at the same time are not sure the other feels the same toward you, how does your feeling usually express itself?

   In words?

   Without words?

John Wallen

OBSERVATION GUIDE: Nonverbal Communication and Perception Check

Unit 5
Handout 3

1. All participants: List in the left hand column (of A only) the nonverbal behaviors you want your observer/partner to watch for. Then exchange papers with your partner.

2. All observer/partners: You will be making appropriate notes in the columns below for both A and B. Include times when your partner seems to be communicating one thing verbally and something else nonverbally. Also note those nonverbal behaviors which appear to you to convey an idea or feeling. After the discussion, quickly complete the two righthand columns which supply information for you to do a perception check with your partner.

A. NONVERBAL THINGS I DO WHICH MY PARTNER SHOULD WATCH FOR			PERCEPTION CHECK	
			My guess is he/she	
Behavior to watch for	What I heard him/her say	What I saw him/her do	really thinks	really feels

B. NONVERBAL THINGS WHICH THE INDIVIDUAL DOES THAT HE OR SHE MAY NOT BE AWARE OF			PERCEPTION CHECK	
			My guess is he/she	
Behavior to watch for	What I heard him/her say	What I saw him/her do	really thinks	really feels

Unit 5
Handout 4
(Trio A)

PTA COMMITTEE

You are all members of a PTA. The high school principal has reported the following at the last meeting:

a. The school personnel responsible for running school social activities have informed her that attendance is falling off, and that they are finding it difficult to finance bands, etc. at these events.

b. The school counselor has picked up from an increasing number of students that they feel rejected about being left out of home parties.

c. Some parents have complained about the poor chaperonage which exists at one home which is a popular party place.

After some discussion at the PTA meeting, the president appointed a committee to recommend policy on this problem to the PTA and the school administration. Two of the persons on the committee are known to be in favor of strengthening the school party system.

FACULTY COMMITTEE

Unit 5
Handout 4
(Trio B)

You are all teachers who have been asked by the superintendent to serve on a committee to study and revise the district policy on student absenteeism. Although each of you has been selected because of demonstrated leadership on other district committees, you have never worked together before.

The present policy requires that three unexcused absences from any class results in the student's being suspended from school. Some teachers think that attendance in all classes should be voluntary. Parents of some suspended students have been quite critical of the policy because they think the school abdicates responsibility by suspending students. Student leaders have requested a change in the way absenteeism is handled.

You have been asked to develop recommendations for new policy which can be presented to the Board at its next meeting Friday night.

ANSWER SHEET FOR UNIT 5

Unit 5
Handout 5

Unit 5: Nonverbal Communication and Perception Check

1. We may sometimes be interpreting the other person's nonverbal cues incorrectly unless we use the skill of:

______ Paraphrasing

______ Perceiving

______ Feedback

______ Behavior Description

___X___ Perception Check

UNIT 6: THE CONCEPT OF FEEDBACK
Leader Information

Purpose: To develop the ability to give and receive feedback as a way to improve interpersonal communication.

Unit Time: 92 Minutes

Equipment: Pencils

Materials: Newsprint Schedule (N7)

Handouts:
1. The Concept of Feedback
2. Feedback Reactions
3. Observer Directions, Round I (BLUE)
4. Observer Directions, Round II (BLUE)
5. Observer Directions, Round III (BLUE)
6. Answer Sheet for Unit 6

CAUTION: This unit on The Concept of Feedback should be USED ONLY BY PERSONS WHO HAVE WORKED TOGETHER IN TRIOS IN SEVERAL PREVIOUS SESSIONS. There are two main reasons for this procedure. First, this exercise calls for trio members to share reactions they have had to each other during previous sessions. The second reason is based on the assumption that individuals may find the sharing of reactions threatening. To the extent that basic communication skills have been increased during earlier sessions together, trio members will have increased probability of a constructive experience.

This unit designed by Charles Jung

UNIT 6: THE CONCEPT OF FEEDBACK
Leader Information

	Objective	Rationale	Material
1.			
2.	To become aware of the value of feedback in a helping relationship.	Giving and receiving feedback is a potentially threatening activity. It is assumed that opening this session with the theory input which places feedback in the context of helpfulness will reduce inhibiting anxieties.	Handout 1
3.	To write helpful reactions to those within the trio.	This instruction follows a general guideline in skills training of giving advance warning each time participants are asked to share something they have written.	Handout 2
4.	To become aware of what they will be expected to do for the remaining time.	This process amounts to sharing information on the skills of giving and receiving feedback. It reinforces the understandings and gives practice of different roles.	Presentation on newsprint optional Handout 3

UNIT 6: THE CONCEPT OF FEEDBACK
Leader Information

Instructions	Time
1. Present the schedule of steps on newsprint. (N7)	2 Minutes
2. Ask participants to read Handout 1, The Concept of Feedback, which describes the focus of this unit.	10 Minutes
3. Announce that trios will do an exercise in giving and receiving feedback. Ask individuals to complete Handout 2, which will be used in the exercise.	15 Minutes
4. Present directions for trio round robin. a. Explain to the participants that they are now going to practice giving and receiving feedback in their trios. This will be done in three rounds. In each round, one person will be the giver of feedback, one person will be the receiver and one person will be the observer. The roles will be changed after each round. b. Before each round the observer will receive a briefing sheet; directions are different on each sheet. c. The giver and receiver will interact for 8 minutes, using their notes as desired from Handout 2. They should stay in their roles as a giver or receiver of feedback for the entire round. d. Explain that you will interrupt after 8 minutes to read to the group the observer's specific directions for that round. There will be another 8 minutes for the observer to share the report and have trio discussion. e. Ask participants to decide quickly who will be the giver, the receiver and the observer in the first round.	5 Minutes

UNIT 6: THE CONCEPT OF FEEDBACK
Leader Information

	Objective	Rationale	Material
5.	To practice giving and receiving feedback.	Skills have to be practiced and perfected before they can be used easily.	
6.	To practice giving feedback through the role of an observer.	Observer report and discussion clarifies the concepts in practice and reinforces the correct behaviors.	
7.	To determine who shall have each role.	Skills need to be practiced and roles changed for maximum utilization.	Handout 4
8.	To practice giving and receiving feedback.	To continue skill practice.	
9.	To practice giving feedback through the role of an observer.	To clarify and reinforce the skills.	
10.	To allow group members to determine which roles they should practice.	To change roles and continue skill practice.	Handout 5

Instructions	Time
f. Ask observers to meet with you. Distribute Handout 3 to them. Remind them not to share the information until after the round is completed.	
5. When all observers have rejoined their trios, begin Round I of giver and receiver interaction. (Suggest that the receiver begin by asking for giver's reactions to a specific behavior.)	8 Minutes
6. Interrupt and read Handout 3 aloud. Ask the observers to report to their two trio members, followed by the three of them discussing the observer's report.	8 Minutes
7. Interrupt the trios to ask them to switch roles of giver, receiver and observer for Round II. Ask new observers to meet with you. Distribute Handout 4 with their instructions.	2 Minutes
8. When all observers have rejoined their trios, begin Round II of giver and receiver interaction.	8 Minutes
9. Interrupt and read Handout 4 aloud. Ask the observers to report to their trios and then discuss the report with the trio.	8 Minutes
10. Interrupt to ask for a final switch of roles. Each trio member should take the role he or she has not yet had. Ask observers to meet with you. Distribute Handout 5 with their instructions.	2 Minutes

UNIT 6: THE CONCEPT OF FEEDBACK
Leader Information

	Objective	Rationale	Material
11.	To practice giving and receiving feedback.	To continue skill practice.	
12.	To practice giving feedback through the role of an observer.	To clarify and reinforce the skills	
13.		This is a final reinforcement of the cognitive learnings of this session.	
14.	To master the basic cognitive learning for the unit as represented by the correct answers.	To reinforce accurate answers about major points of cognitive learning in the unit.	Handout 6
15.	To complete the packet of materials for each participant.		Handouts 3-5 General Distribution

	Instructions	Time
11.	When all observers have rejoined their trios, begin Round III of giver and receiver interaction.	8 Minutes
12.	Interrupt and read Handout 5 aloud. Ask the observers to report to their trios and then discuss the report with the trio. Emphasize that they have completed half of the interactions that are possible within the trio. The other half can be done outside the formal workshop now that participants understand the procedures.	8 Minutes
13.	Have the participants look at Handout 1 again as a review of the session. Trios should use each other as resources in understanding concept of feedback.	6 Minutes
14.	Mention Handout 6, Answer Sheet for Unit 6.	1 Minute
15.	Be sure each workshop participant now receives a copy of Handouts 3-5.	1 Minute

UNIT 6: THE CONCEPT OF FEEDBACK

1. Receive overview of the unit
2. Individuals: read theory paper H1, The Concept of Feedback
3. Individuals: complete H2, Feedback Reactions
4. Trio round robin (three rounds):
    a. Practice giving and receiving feedback
    b. Practice observer skills
5. Review H1, The Concept of Feedback
6. Review H6, Answer Sheet

THE CONCEPT OF FEEDBACK

Unit 6
Handout 1

Bats flying blindfolded through a maze of tightly stretched piano wires and blindfolded porpoises avoiding obstacles while swimming at top speed share an important phenomenon: both are sending out sound waves which bounce off surrounding objects. The reflected sounds return to the animals and are interpreted almost instantaneously to give them an accurate picture of their surroundings. Thus, the animals "see" by listening to the responses from messages they have sent. These returning messages are called "feedback."

Although electronic scientists used the principle of feedback to develop radar, they had to overcome many difficult problems. They had to be sure outgoing signals would scan all possible relevant objects; they had to be sure that the returning feedback signals were heard--were accurately understood--and that the most important ones were sorted out from the many feedback messages being received.

The concept of feedback can be applied to interpersonal communications. Through our behaviors, each of us sends many messages to those around us. When someone shares a reaction to one of those messages, that person is giving us feedback. The purpose of giving feedback to another is to increase our shared understanding about behavior, feelings and motivations; to help develop a growth relationship. When we give feedback, we should describe the behaviors we have observed as well as share our reactions; if not, the receiver has only a reaction and no understanding of the basis for it. Also, the giver of feedback is more helpful to the receiver if she or he describes specific perceptions and reactions.

A receiver of feedback must listen to the feedback and understand it correctly. Here we can put to use our skills of paraphrasing and perception check. It is also appropriate to ask for feedback about specific behaviors. For example, I may wonder what your reactions have been to my silence during group conversations; I have a concern about your reactions because I would like to know you better. Asking you for feedback will do two things: give me your reaction to my silence and help build trust and openness between us. Thus, feedback can clarify perceptions and help us see ourselves as others see us. It helps us to know the specific reactions that different individuals have to our behavior. Then we can better match our behaviors with our intentions. We also can more accurately match our verbal and nonverbal behaviors.

The Joe-Harry Window* and Feedback

The situation between you and any other specific person is illustrated by the following diagram, known as the Joe-Harry Window.

Things About Myself That I:

		Know	Do Not Know
Things About Myself the Other Person:	Knows	OPEN Common knowledge	BLIND Actually do not recognize
	Does Not Know	HIDDEN I avoid revealing or choose not to share	UNKOWN Neither of us recognizes; unconscious potential

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*Adapted from "The Johari Window: A Graphic Model of Awareness in Interpersonal Relations" in Group Processes by Joseph Luft. Palo Alto, California: The National Press, 1963, 2nd ed., 1970, pp. 11-15.

As feedback is given and received, the "blind" and "hidden" area become smaller while the "open" area increases in size. It is not meant to be implied here that a person should be completely or indiscriminately open. There are things about each of us that are not relevant to the helping relationship we have with others. As those things that are relevant are shared, and as they are found to be helpful, a trust develops that allows us to explore and discover new abilities in our area of unknown potential.

Factors Affecting Feedback

The giving and receiving of feedback is influenced by factors within the giver, the receiver and the organizations where we work. First, factors within the giver allows the sharing of some reactions and holding back on others. These include values and ideologies, assumptions about how the receiver might react to the feedback, experiences with openness, trust level and willingness to take risks.

Second, factors within the receiver influence what feedback is really heard and what is screened out. They include values and ideologies, the image of self and strength of the need to maintain it, assumptions about the giver's intentions in sharing, and the receiver's norms of openness, trust and willingness to take risks.

Third, organizational factors affect the giving and receiving of feedback. They include the degree of formality and informality in procedures, amount of time available to build growth relationships, roles, building layout and norms within the organization of openness and sharing.

Facilitating Feedback

Awareness and use of guidelines for giving and receiving feedback can be a major help in facilitating constructive exchanges. Note that these are only guidelines, not hard and fast rules. There are undoubtedly situations for each guideline that call for exceptions.

Guidelines for GIVING Feedback

1. READINESS OF THE RECEIVER
   Give the feedback only when there are clear indications the receiver is ready to listen to it. If not ready, the receiver will be apt not to hear it or to misinterpret it.

2. DESCRIPTIVE, NOT INTERPRETIVE
   Giving feedback should be like acting as a "candid camera." It is a clear report of the facts, rather than your ideas about why things happened or what was meant by them. It is up to the receiver to consider the whys or the meanings or to invite the feedback giver to do this considering with him or her.

3. RECENT HAPPENINGS
   The closer the feedback is given to the time the event took place the better. When feedback is given immediately, the receiver is most apt to be clear on exactly what is meant. The feelings associated with the event still exist so that this, too, can be part of understanding what the feedback means.

4. APPROPRIATE TIMES
   Feedback should be given when there is a good chance it can be used helpfully. It may not be helpful if the receiver feels there is currently other work that demands more attention. Or, critical feedback in front of others may be seen as damaging rather than helpful.

5. NEW THINGS
   There is a tendency in giving feedback to say only the obvious. Consider whether the thing you are reacting to really may be new information for the receiver. Many times, the thing which may be helpful new information is not simply a report of what you saw the receiver doing, but rather the way it caused you to feel or the situation you felt it put you in.

6. CHANGEABLE THINGS
   Feedback should be about things which can be changed if the receiver chooses to do so.

7. NOT DEMAND A CHANGE
   The concept of *feedback* should not be confused with *requesting* a person to change. The receiver can consider whether he wishes to attempt a change on the basis of new information. You may wish to include that you would *like* to see certain changes, but it is not apt to be helpful to say, in effect, "I have told you what's wrong with you, now change!"

8. NOT AN OVERLOAD
   When learning how to give feedback, we sometimes tend to overdo it. It's as though we were telling the receiver, "I just happen to have a list of reactions here and if you'll settle back for a few hours I'll read them off to you." The receiver may prefer time to consider each item.

9. GIVEN TO BE HELPFUL
   You should always consider your own reasons for giving your reactions. Are you trying to be *helpful to the receiver*? Or, are you unloading some of your own feelings or using the occasion to try to get the receiver to do something that would be helpful for you? For example, if you are angry at the other and wish to express it, say so, but include a description of the behaviors that caused the anger.

10. GIVER SHARES SOMETHING
    Giving feedback can become "one-upsmanship." The receiver goes away feeling as though he's "not as good" as the giver, because it was *his* potential for improvement that was focused upon. The giver may see herself as having given a lecture from the lofty pinnacle of an imaginary state of perfection. The exchange often can be kept in better balance by the giver including some of her own feelings and concerns.

11. IS SPECIFIC, NOT GENERAL
    Use quotes and give examples of what you are referring to.

Guidelines for RECEIVING Feedback

1. STATE WHAT YOU WANT FEEDBACK ABOUT
   Help the giver provide useful reactions by asking for feedback about specific things.

2. CHECK WHAT YOU HAVE HEARD
   Use paraphrasing to be sure you understand the giver's message. Because the topic is your own behavior, you may tend to move toward thinking about the meaning of the feedback before you are sure you are hearing what was intended.

3. SHARE YOUR REACTIONS TO THE FEEDBACK
   As your own feelings become involved, you may forget to share your reactions to the feedback you have received. Knowing what was and was not helpful assists the giver in improving his skills at giving useful feedback. If he is uncertain about your reactions, he may be less apt to risk sharing in the future.

FEEDBACK REACTIONS

Unit 6
Handout 2

You probably have had many reactions to the other two members of your trio. They also have had reactions to you which you may wish to know about. Write on this handout those behaviors and reactions which you believe could be most helpful to explore together. You will be sharing these in your trio.

GIVING F BACK: Behaviors I Have Seen and Reactions I Have Had But Have Not Shared

First trio member's name ______________________________

Describe Behaviors ——————————→ My Reaction to Behaviors

Second trio member's name ______________________________

Describe Behaviors ——————————→ My Reaction to Behaviors

RECEIVING FEEDBACK: Behaviors of Mine That I Would Like to Hear Reactions To

My Behaviors —— ——————————→ Reactions Shared By Giver

OBSERVER DIRECTIONS
Round I

Unit 6
Handout 3

Watch the giver of feedback. Watch for the first five guidelines as described in the handout, "The Concept of Feedback." These are:

1. Readiness of the Receiver
2. Descriptive Not Interpretive
3. Recent Happenings
4. Appropriate Times
5. New Things

When reporting your observations, you will want to be as specific and objective as possible--like a replay of a candid camera. Take notes on things you hear or see which illustrate those the giver did or didn't do about the five guidelines you are watching for.

DO NOT SHOW THIS FORM TO OTHER TRIO MEMBERS

OBSERVER DIRECTIONS
Round II

Watch the giver of feedback. Watch for the guidelines six through ten as described in the handout, "The Concept of Feedback." These are:

6. Changeable Things
7. Not Demand A Change
8. Not An Overload
9. Given To Be Helpful
10. Giver Shares Something

When reporting your observations, you will want to be as specific and objective as possible--like a replay of a candid camera. Take notes on things you hear or see which illustrate those the giver did or didn't do about the five guidelines you are watching for.

DO NOT SHOW THIS FORM TO OTHER TRIO MEMBERS

OBSERVER DIRECTIONS
Round III

Watch the receiver of feedback. Watch for the three guidelines for receiving as described in the handout, "The Concept of Feedback." These are:

1. State What You Want Feedback About
2. Check What You Have Heard
3. Share Your Reactions to the Feedback

When reporting your observations, you will want to be as specific and objective as possible--like a replay of a candid camera. Take notes on things you hear or see which illustrate those the receiver did or didn't do about the three guidelines you are watching for.

DO NOT SHOW THIS FORM TO OTHER TRIO MEMBERS

ANSWER SHEET FOR UNIT 6

Unit 6
Handout 6

Unit 6: The Concept of Feedback

1. Check one answer for the following statement.

Feedback in interpersonal communications is defined as occurring when one person:

_____ Describes the behavior of another
_____ Interprets the meaning of the other's behavior to him or her
__X__ Shares a reaction to the behavior of another
_____ Paraphrases another's remark
_____ Evaluates the other's behaviors

2. Ten guidelines are suggested for giving feedback. Three of these guidelines are included in the following list. Check the three which are correct guidelines.

__X__ Readiness of the other to receive
_____ Describes givers feelings about other
_____ Seeking change in the other
__X__ About things that can be changed
_____ Summarizes past behavior
__X__ Given at an appropriate time
_____ Demands a response
_____ Doesn't concern the giver

3. Three guidelines are suggested for receiving feedback. Check the one included in the following list.

_____ Check the understanding of the giver
__X__ Share your reaction to the feedback
_____ Tell the giver what you intend to do about what she has told you

UNIT 7: EXPECTATIONS AND COMMUNICATION
Leader Information

Purpose: To experience and discuss the influence expectations have on skill performance and perceptions of self and others.

Unit Time: 82 Minutes

Equipment:
Projector
Pencils
Newsprint Paper
Felt-Tip Marker

Materials:
Unit 7 Film
Newsprint Schedule (N8)
Newsprint Instructions for Step 5 (N9)

Handouts:
1. Film Introduction
2. Film Briefing X (BLUE)
3. Film Briefing Y (BLUE)
4. Adjective Checklist
5. Expectations of Others
6. Trio Expectations
7. Expectations of Self
8. Answer Sheet for Unit 7

This unit designed by Robert Dyer and Evelyn Challis
Revised by René Pino

UNIT 7: EXPECTATIONS AND COMMUNICATION
Leader Information

	Objective	Rationale	Material
1.			
2.	To produce different expectations in individuals	Two briefings serve to introduce the film and influence perceptual expectation.	Handout 1 Handouts 2,3
3.			Unit 7 Film: Interaction of Ernie, a teacher, with three individuals.
4.	To check adjectives that support the expectations received from the briefing handout.	The adjectives are a common set of criteria for checking perceptual differences.	Handout 4
5.		The result of two lists demonstrate how perceptions are influenced by different expectations.	
6.			
7.	To provide a theoretical base for the exercise. To identify the degree to which expectations influence one's view of situations.		Handout 5

UNIT 7: EXPECTATIONS AND COMMUNICATION
Leader Information

Instructions	Time
1. Present brief schedule of steps on newsprint. (N8)	2 Minutes
2. Read the film introduction, Handout 1, to the group for emphasis. Distribute randomly BLUE Handouts 2 and 3, the two different briefings about the teacher in the film. Each participant should have only one handout.	5 Minutes
3. Show Unit 7 Film.	3 Minutes
4. Direct attention to Handout 4, the checklist of adjectives. Instruct participants to check those adjectives they feel most apply to Ernie, the teacher.	5 Minutes
5. Post the prepared sheet of newsprint with two vertical columns headed "X" and "Y" and list of adjectives on the left side of the newsprint. (N9) Ask individuals to check whether their film briefing is "X" or "Y." Do two tallies for each adjective by asking for a show of hands; those having X briefings should respond separately from those with Y briefings. Read aloud Film Briefing X and Film Briefing Y.	10 Minutes
6. Ask trios to refer to newsprint tally and discuss similarities and differences between two lists, noting influence of different briefings.	10 Minutes
7. Interrupt trio discussion to have them read Handout 5. Then ask trios to discuss the influence of expectations on perceptions.	10 Minutes

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UNIT 7: EXPECTATIONS AND COMMUNICATION
Leader Information

	Objective	Rationale	Material
8.	To identify personal expectations and how they influence what each person says and does.		Handout 6
9.	To analyze personal expectations and note the effect on information received from others.		Handout 6
10.	To identify personal implications.		Handout 7
11.	To master the basic cognitive learning for the unit as represented by the correct answers.	To reinforce accurate answers about major points of cognitive learning in the unit.	Handout 8
12.	To complete the materials package of each participant.		

UNIT 7: EXPECTATIONS AND COMMUNICATION
Leader Information

	Instructions	Time
8.	Ask participants to complete Handout 6. Announce that this information will be shared in the next trio meeting.	10 Minutes
9.	Ask trios to share and discuss information on Handout 6.	15 Minutes
10.	Interrupt trio discussion and ask them to read Handout 7. Direct trios to discuss implications for daily use of the concept of expectations influencing communication.	10 Minutes
11.	Refer to the correct answers on Handout 8.	1 Minute
12.	DISTRIBUTE REMAINING COPIES OF HANDOUTS 2 AND 3 TO THOSE PEOPLE WHO DID NOT RECEIVE THEM EARLIER.	1 Minute

UNIT 7: EXPECTATIONS AND COMMUNICATION

1. Receive overview of unit
2. Individuals: read H1, Film Introduction and receive briefings
3. View film
4. Individuals: fill out H4, Adjective Checklist
5. Group: tally responses
6. Trios: discuss responses
7. Individuals: read H5, Expectations of Others
8. Trios: discuss influence of expectations on perceptions
9. Individuals: complete H6, Trio Expectations
10. Trios: discuss H6
11. Individuals: read H7, Expectations of Self
12. Trios: discuss implications for daily use of the concept of expectations influencing perceptions
13. Review H8, Answer Sheet

NEWSPRINT INSTRUCTIONS FOR STEP 5

Unit 7
N9

ADJECTIVE CHECKLIST

	X	Y
ANGRY		
MISUNDERSTOOD		
HOSTILE		
FAIR		
IMPATIENT		
HARD-WORKING		
TENSE		
CONCERNED		
INSECURE		
CARING		
RESENTFUL		
PLEASANT		
OPEN		
SENSITIVE		
WEAK		
EAGER		
DISCOURAGED		

FILM INTRODUCTION

Unit 7
Handout 1

This film is about Ernie, a music teacher, talking with three individuals. You will each receive a briefing about Ernie. After viewing the film, you will go through a list of adjectives and check those you feel most apply to Ernie.

Ernie is a conscientious and well-liked teacher. He is the first black teacher assigned to this school and wants to demonstrate his competence. He is always well prepared for his classes and committee assignments. Today you are watching him caught in circumstances beyond his control.

FILM BRIEFING Y

Unit 7
Handout 3

Ernie is a teacher who is very disorganized and who often puts himself in the position of being unable to fulfill his classroom and committee tasks. He craves recognition, but believes he does not get it. He believes the individuals he works with are taking advantage of him because he is black.

ADJECTIVE CHECKLIST

Unit 7
Handout 4

Read your briefing sheet again and check the adjectives you believe best apply to Ernie in these situations.

___ 1. Angry

___ 2. Misunderstood

___ 3. Hostile

___ 4. Fair

___ 5. Impatient

___ 6. Hard-working

___ 7. Tense

___ 8. Concerned

___ 9. Insecure

___ 10. Caring

___ 11. Resentful

___ 12. Pleasant

___ 13. Open

___ 14. Sensitive

___ 15. Weak

___ 16. Eager

___ 17. Discouraged

Add any others not listed here which you think apply.

Research has demonstrated perceptions are frequently influenced by expectations or mental set. Studies by Rosenthal and Jacobson, as reported in their book, Pygmalion in the Classroom,[1] indicated an extremely high degree of influence on expectation. For example, Rosenthal deliberately misinformed teachers in one school about the abilities of their pupils. Eighteen classroom teachers were told that results of an IQ test indicated "unusual" potential for intellectual gains among an average of 20 percent of the children. Eight months later these "unusual" children showed significantly greater gains in IQ than the remaining pupils in the class. A profound implication of this study, according to the authors, is that expectations can be self-fulfilling.

Subsequent research by many investigators using several different approaches has shown that teachers' expectations sometimes do function as self-fulfilling prophecies. These teacher expectations and students' reactions to them are likely to be quite crucial in individual cases, affecting the students' attitudes, self-concepts and achievement.[2]

If we expect an individual to behave in a certain way, it is more than likely we will see her or him behave that way. Murray[3] had subjects describe the picture of a man under two conditions--before and after they had played a game of "murder." The subjects tended to see much more maliciousness in the man's features after the game than before. Mental set can be an important factor in determining selective perception.

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[1] Rosenthal, Robert and Lenore Jacobson. Pygmalion in the Classroom: Teacher Expectation and Pupils' Intellectual Development. New York: Holt, Rinehart & Winston, 1968.

[2] Brophy, Jere E. and Thomas L. Good. "Teacher Expectations: Beyond the Pygmalion Controversy." Phi Delta Kappan. 59(4): 276-277; December 1972.

[3] Murray, H. A. "The Effects of Fear Upon Estimates of the Maliciousness of Other Personalities." Journal of Social Psychology. 4:310-329; 1933.

Often, teachers who put "halos" on their favorite students or "dunce caps" on the troublemakers will interpret the student's behavior within their own expectations. This distortion of reality may have harmful effects on the good student as well as the poor student. It especially will affect the relationship between teacher and student. Obviously these implications are applicable to relationships other than teacher-student.

You have just participated in such an "expectation experiment." You were given two different briefings about "Ernie." You can see the two listings of adjectives for "Ernie" on the newsprint. You all watched the same film. You have discussed similarities and differences in the two lists of perceptions. In your trios discuss the influence of expectations on perceptions.

TRIO EXPECTATIONS

Unit 7
Handout 6

List two things you have come to expect about _your_ behavior in the trio. Next, list the specific ways you think each of these expectations is affecting what you hear and see in the trio activity.

EXPECTATIONS OF SELF

Unit 7
Handout 7

Evidence indicates self-expectations have a significant influence on performance. If you expect to do poorly, your behavior will more than likely bear this out; thus, you have confirmed your self-expectations. This is known as the "self-fulfilling prophecy." Examples are abundant in our everyday experiences. The salesman who says, "You don't want to buy my product do you?" generally makes few sales. Most teachers are familiar with the student who expects to fail and, of course, does so or the student who says, "I can't do that," and doesn't try at all. Students may have low self-expectations because they feel frustrated when teacher expectations precede them into the classroom: expectations based on student performances during previous years, cumulative records, anecdotal data or even faculty room gossip.

We can probably think of many occasions in our own lives when situations have been entered with confidence and success has been achieved. Conversely, we may have failed in a similar situation which contained only one element of difference--our own attitude about ourselves and our abilities.

ANSWER SHEET FOR UNIT 7

Unit 7
Handout 8

Unit 7: Expectations and Communication

1. The that expectations can be "self-fulfilling prophecies" means that if we expect an individual to behave in a certain way, it is more likely that:

_____ That person will behave as we expect

__X__ We will see her behaving as we expect

_____ We will act in ways that make him behave the way we expect

_____ We will be disappointed

UNIT 8: THE INTERPERSONAL GAP

Leader Information

Purpose: To identify importance of congruence among intentions, actions and effects.

To identify individual patterns of encoding.

Unit Time: 98 Minutes

Equipment: Pencils

Materials: Newsprint Schedule (N10)

Handouts:

1. Situation: Gus
2. Intention: Gus
3. The Interpersonal Gap
4. Situation: Jim
5. Situation: Principal
6. Situation: Sally
7. Patterns in Encoding
8. Answer Sheet for Unit 8

This unit designed by Rosalie Howard and Barry Jentz
Revised by René Pino

UNIT 8: THE INTERPERSONAL GAP
Leader Information

	Objective	Rationale	Material
1.			
2.	To react to a situation and analyze how it makes participants feel. To try out a response.		Handout 1
3.	To compare different reactions to the same situation.	To demonstrate individual differences and the assumptions on which they are based.	Handout 2
4.			
5.	To apply the criteria: individual differences and assumptions create interpersonal gaps between individuals.	To provide conceptual material for thinking about elements in the communication process between persons.	Handout 3
6.	To compare different ways of responding.	To provide practice in identifying the difference between intentions and actions.	Handouts 4-6
7.	To gather information about how group members respond to a situation and identify how it affects interpersonal relationships.	To provide opportunity for group reactions, to increase the number of reactions and the utilization of the concepts of The Interpersonal Gap paper.	

UNIT 8: THE INTERPERSONAL GAP
Leader Information

	Instructions	Time
1.	Present brief schedule of steps on newsprint. (N10)	2 Minutes
2.	Have participants complete the form on Handout 1, "Situation: Gus."	5 Minutes
3.	Ask sextets to share reactions on Handout 1.	10 Minutes
4.	Ask sextets to read and discuss Handout 2, "Intention: Gus."	5 Minutes
5.	Ask individuals to read Handout 3, "The Interpersonal Gap."	15 Minutes
6.	Have the participants individually write their reactions to Handouts 4, 5 and 6. DIRECT THEM NOT TO READ BACK OF HANDOUTS AT THIS TIME.	10 Minutes
7.	Direct the participants to share their responses to Handouts 4, 5 and 6 in their sextet. Again, have them note similar and different responses. DIRECT THEM TO READ BACK OF HANDOUTS AFTER THEIR REACTIONS HAVE BEEN SHARED WITH THE OTHERS IN SEXTET. Ask them to keep referring to Handout 3 for guidelines and examples.	20 Minutes

	Objective	Rationale	Material
8.	To identify patterns of encoding actions in the sextet.	To relate cognitive material to what is happening in the group.	Handout 7
9.	To identify personal patterns of encoding and check it out with the group.	Uses skill learned previously to look at what is happening in the group.	
10.	To master the basic cognitive learning for the unit as represented by the correct answers.	To reinforce accurate answers about major points of cognitive learning in the unit.	Handout 8

Instructions	Time
8. Ask the participants to read Handout 7, "Patterns in Encoding." Instruct them to write how they are encoding in the sextet right now. Announce that this material will be shared in sextets.	10 Minutes
9. Have sextets share and discuss the results of their thinking from Handout 7. Direct them to do three things: a. Identify encoding patterns b. Share, discuss, clarify c. Discuss how a particular way of encoding affects the group here and now	20 Minutes
10. Present the correct answers for Unit 8 on Handout 8.	1 Minute

UNIT 8: THE INTERPERSONAL GAP

1. Receive overview of unit
2. Individuals: complete H1, Situation: Gus
3. Sextets: share and discuss responses on H1
4. Sextets: share and discuss H2, Intention: Gus
5. Individuals: read theory paper H3, The Interpersonal Gap
6. Individuals: complete H4, H5 and H6
7. Sextets: share and compare responses to H4, H5 and H6
8. Individuals: complete H7, Patterns in Encoding
9. Sextets: discuss H7
    - a. Identify encoding patterns
    - b. Share, discuss, clarify
    - c. Discuss how a particular way of encoding affects the group here and now
10. Review H8, Answer Sheet

SITUATION: GUS

Unit 8
Handout 1

Gus' Action: The band plays through the solo portion once. The director, Gus, then steps down from the podium towards Susan. "Now try it again - again - once more. No - no - sweetly - gently - again. No, this way." Gus takes the clarinet from Susan, plays the passage, and returns it to Susan saying, "There."

1. How would the incident make you feel if you were in Susan's place?

2. What did Gus do that would make you, as Susan, feel this way?

3. What would you (Susan) do in response to the incident?

INTENTION: GUS

Gus' Intention: As the music teacher and director of the high school band, Gus intends to develop the gentle melodic phrasing of the clarinet solo passages to be played by Susan, the first chair clarinetist in the concert band.

Now we know Gus' intention. The first handout presented Gus' action, which was public and observable by anybody. Your sextet has discussed the different effects his actions would have had if each of you were Susan. If your response to Gus' behavior matched his intentions, he produced the effect he intended. Did Gus produce his intended effect by his actions? If so, how? If not, why not?

THE INTERPERSONAL GAP

You cannot have your own way all the time. Your best intentions will sometimes end in disaster, while, at other times, you will receive credit for desirable outcomes you didn't intend. In short, what you accomplish is not always what you hoped.

The most basic and recurring problem in social life is the relation between what you intend and the effect of your actions on others. The key terms we use in attempting to make sense of interpersonal relations are "intentions," "actions" and "effect." "Interpersonal gap" refers to the degree of congruence between one person's intentions and the effect produced in the other. If the effect is what was intended, the gap has been bridged. If the effect is the opposite of what was intended, the gap has become greater.

Let us look more closely at the three terms.

The word "intentions" means the wishes, wants, hopes, desires, fears that give rise to actions. Underlying motives of which you may be unaware are not being referred to.

It is a fact that people may say after an action has produced some result, "That wasn't what I meant to do. That outcome wasn't what I intended." Or, "Yes, that's what I hoped would happen." We look at the social outcome and decide whether it is what we intended. Apparently, we can compare what we wished to happen with the outcome and determine whether they match.

Here are some examples of interpersonal intentions.

"I want him to like me."
"I want him to obey me."
"I want her to realize that I know a great deal about this subject."
"I don't want her to know that I am angry with her."
"I don't want to talk with him."
"I wish she would tell me what to do."

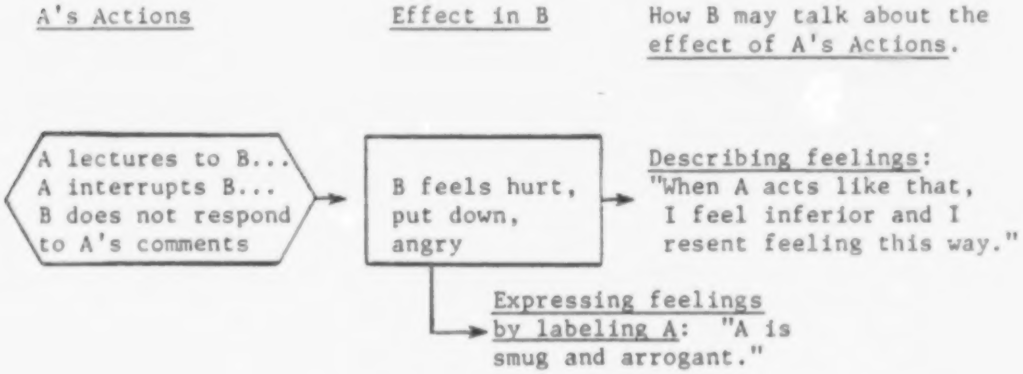
John L. Wallen

Intentions may also be mixed.

> "I want him to know I like him, but I don't want to be embarrassed."
> "I want her to tell me I'm doing a good job, but I don't want to ask for it."
> "I would like her to know how angry it makes me when she does that, but I don't want to lose her friendship."

Intentions are private and are known directly only to the one who experiences them. I know my own intentions, but I must infer yours. You know your own intentions, but you must infer mine.

"Effect" refers to a person's inner response to the actions of another. We may describe the other's effect by openly stating what feelings are aroused by his or her actions. However, we are often unaware of our feelings as feelings. When this happens, our feelings influence how we see the other and we label him or his actions in a way that expresses our feelings even though we may be unaware of them.


A's Actions
Effect in B
How B may talk about the effect of A's Actions.
A lectures to B...
A interrupts B...
B does not respond to A's comments
B feels hurt, put down, angry
Describing feelings: "When A acts like that, I feel inferior and I resent feeling this way."
Expressing feelings by labeling A: "A is smug and arrogant."

Here are some other examples showing how the same effect may be talked about as a description of one's own feeling or by labeling the other as an indirect way of expressing one's feeling.

Unit 8
Handout 3

E
- Describing feelings: "What he did makes me feel angry with him."
- Expressing feelings by labeling other: "She's self-centered. She wanted to hurt me."

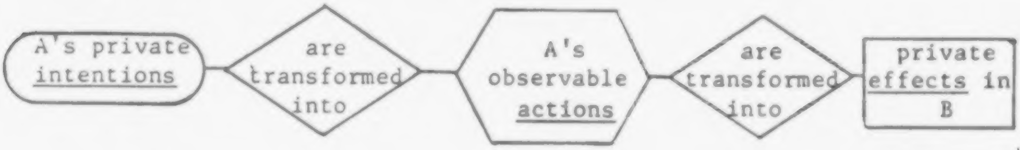
E
- Describing feelings: "What she just did makes me feel closer and more friendly towards her."
- Expressing feelings by labeling other: "He's certainly a warm, understanding person."

E
- Describing feelings: "When she acts like that I feel embarrassed and ill-at-ease."
- Expressing feelings by labeling other: "He's crude and disgusting."

In contrast to interpersonal intentions and effects which are private, "actions" are public and observable. They may be verbal ("good morning!") or nonverbal (looking away when passing another), brief (a touch on the shoulder) or extended (taking a person out to dinner).

Interpersonal actions are communicative. They include attempts by the sender to convey a message, whether or not it is received, as well as actions that the receiver responds to as messages, whether or not the sender intended them that way.

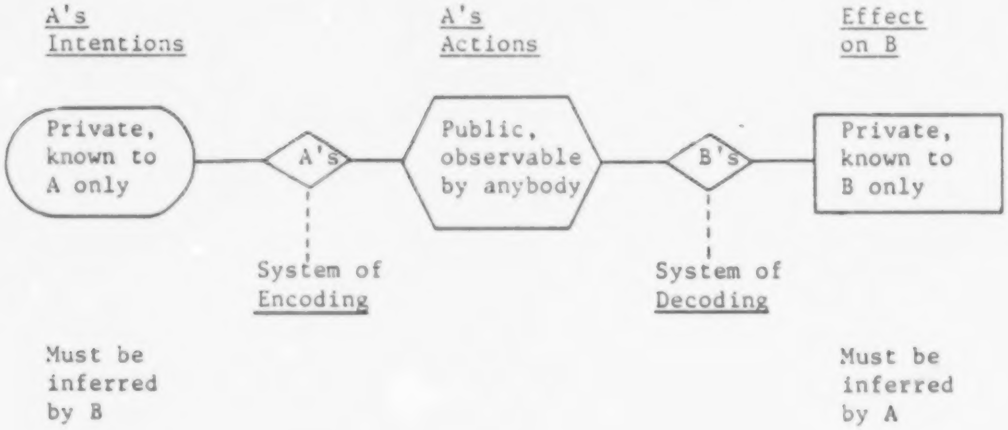
Here is a schematic summary of the interpersonal gap.



The interpersonal gap contains two transformations. These steps are referred to as encoding and decoding operations. A's actions are an encoded expression of his or her inner state. B's inner response is a result of the way he or she decodes A's actions. If B decodes A's behavior in the same way that A has encoded it, A will have produced the intended effect.

To be specific, let's imagine that I feel warm and friendly toward you. I pat you on the shoulder. The pat, thus, is the way I encode my friendly feeling. You decode this, however, as an act of condescension. The effect of my behavior, then, is that you feel put down, inferior and annoyed with me. My system of encoding does not match your system of decoding and the interpersonal gap, consequently, is difficult to bridge.

We can now draw a more complete picture of the interpersonal gap as follows.


A's Intentions
A's Actions
Effect on B
Private, known to A only
A's
Public, observable by anybody
B's
Private, known to B only
System of Encoding
System of Decoding
Must be inferred by B
Must be inferred by A

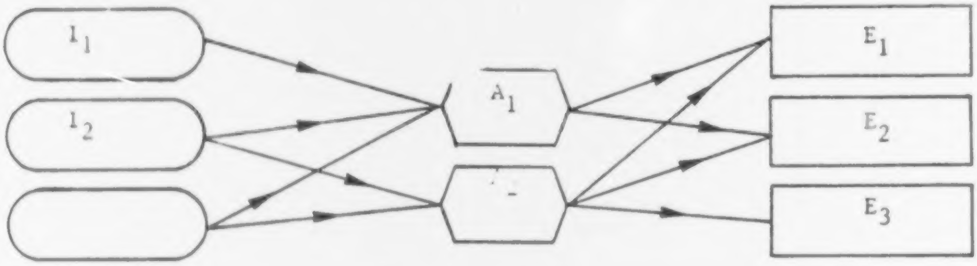
You may be unaware of the ways you encode your intentions and decode others' actions. In fact, you may have been unaware that you do. One of the important objectives of this study of interpersonal relations is to help you become aware of the silent assumptions that influence how you encode and decode.

If you are aware of your encoding operation, you can accurately describe how you typically act when you feel angry, affectionate, threatened, uneasy, etc.

Unit 8
Handout 3

If you are aware of your method of decoding behavior of others, you can describe accurately the kinds of distortions or misreadings of others you typically make. Some people, for example, respond to gestures of affection as if they were attempts to limit their autonomy. Some respond to offers of help as if they were being put down. Some misread enthusiasm as anger.

Because different people use different codes, actions have no unique and constant meaning, but are interchangeable. As the diagram below shows, an action may express different intentions, the same intention may give rise to different actions, different actions may produce the same effect, and different effects may be produced by the same kind of action.



The same intention may be expressed by different actions.

Intention   Actions

To show affection ----------→ Take them out to dinner
 --------→ Buy them a gift
 ------→ Show interest in what they say
 ----→ Don't interrupt them when they are busy and preoccupied

Unit 8
Handout 3

Different intentions may be expressed by the same action.

Intentions

To put them in your social debt
To sweeten up a business deal
To repay a social obligation
To get closer to the other
To impress the other

Action

Take them out to dinner

The same action may lead to different effects.

Action

A takes B out to dinner

Effects

B feels uneasy, thinks, "I wonder what A really wants of me?"
B enjoys it, thinks, "A really likes me."
B feels scornful, thinks, "A is trying to impress me."
B feels uncomfortable, ashamed; thinks, "I never did anything like this for A."

Different actions may lead to the same effect.

Actions

A tells B he showed B's report to top administration
A tells B he has been doing an excellent job
A asks B for advice
A gives B a raise

Effect

B feels proud, happy; thinks, "A recognizes my competence and ability."

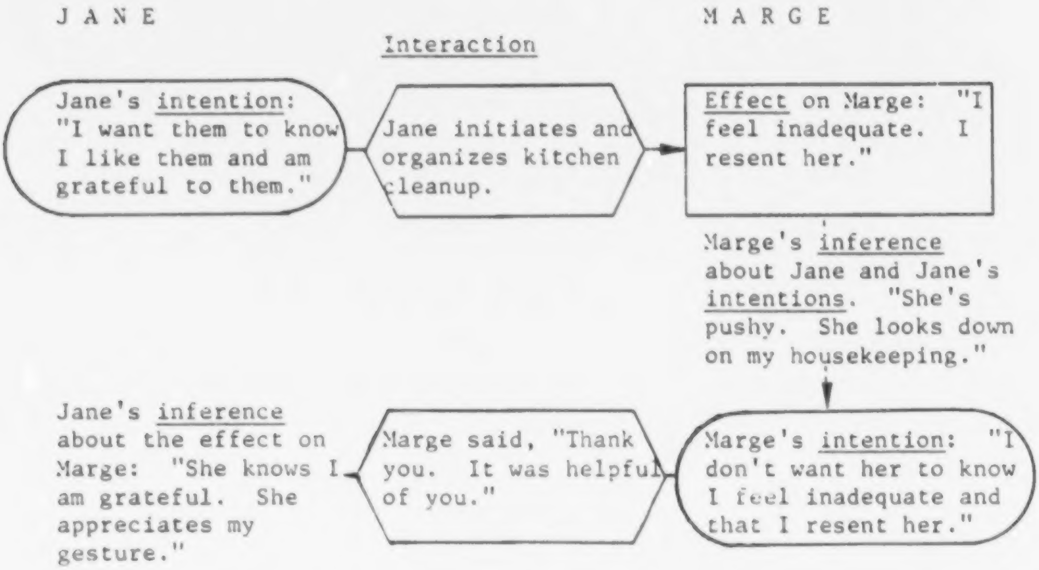
It should be obvious that when you and I interact, each of us views our own and the other's actions in a different frame of reference. Each of us sees our own actions in the light of our own intentions, but we see the other's actions in the light of the effect they have on us. This is the principle of partial information--each party to an interaction has different and partial information about the interpersonal gap.

Bridging the interpersonal gap requires that each person understand how the other sees the interaction.

Example:

> Jane hadn't seen Tom Laird since they taught together at Brookwood School. When she found that she would be attending a conference in Tom's city she wrote to ask if she could visit him. Tom and his wife, Marge, whom Jane had never met, invited her to stay with them for the three days of the conference.
>
> After dinner the first night Jane was the one who suggested that they clean up the dishes so they could settle down for an evening of talk. She was feeling warm and friendly to both of the Lairds and so grateful for their hospitality that she wanted to show them in some way. As she began carrying the dishes to the kitchen, Marge and Tom at first protested but when she continued cleaning up they began to help. In the kitchen, Jane took over only allowing Marge and Tom to help in little ways and to tell her where to find or store things.
>
> When they had finished in the kitchen, Jane commented, "There now, that didn't take long and everything's spic and span." Marge responded, "It was very helpful of you. Thank you."
>
> When Tom and Marge were preparing for bed later that evening, Tom was startled to hear Marge burst out with, "I was so humiliated. I just resent her so much I can hardly stand it."
>
> "You mean Jane? What did she do that upset you so?"
>
> "The way she took over. She's certainly a pushy, dominating person. To come into my home as a visitor and then the moment dinner is over organize the whole cleanup. It's easy to tell that she thinks I'm not a very good housekeeper. At first I felt inadequate and then I felt angry. I'll keep house any way I like. Who is she to show me up? After all she's a guest and you'd think she'd be grateful for our putting her up."
>
> "Aw, c'mon, Marge, Jane was just trying to be helpful."
>
> "Well, it wasn't helpful. It was humiliating. It's going to be hard for me to be nice to her for three days."

The following is a diagram of the interpersonal gap for the interaction between Jane and Marge.


JANE
MARGE
Interaction
Jane's intention: "I want them to know I like them and am grateful to them."
Jane initiates and organizes kitchen cleanup.
Effect on Marge: "I feel inadequate. I resent her."
Marge's inference about Jane and Jane's intentions. "She's pushy. She looks down on my housekeeping."
Marge's intention: "I don't want her to know I feel inadequate and that I resent her."
Marge said, "Thank you. It was helpful of you."
Jane's inference about the effect on Marge: "She knows I am grateful. She appreciates my gesture."

Note the gap between Jane's intention and Marge's inference about Jane's intention. They do not match. In fact, they are almost opposites.

Note the gap between the effect of Jane's action on Marge and Jane's inference about the effect on Marge. Again they are almost opposite.

However, within each person the situation is balanced. Jane's intention is congruent with the effect she believes occurred in Marge. Likewise, the inferences Marge makes about Jane fit with her feelings as a result of Jane's action.

The encoding action Jane used to convey her friendly feelings was decoded quite differently by Marge.

Why did Marge tell Jane she had been helpful if she really resented it?

SITUATION: JIM

Unit 8
Handout 4

Jim's Action: When you go into the teachers' room after school, Jim, who is about 50 years old, comes up and pats you on the back. He asks how things are going. You answer that everything is under control. He says, "Yes, I know how it is the first year," and puts his hand on your arm for a brief second.

1. If you were in this situation, how would the incident make you feel?

2. What did Jim do to make you feel this way?

3. What would you do in response to this incident?

Jim's Intention: He wants to make a new teacher feel welcome and a part of the staff. You are that new teacher.

SITUATION: PRINCIPAL

Unit 8
Handout 5

Principal's Action: You are called by the principal. He wants to have an appointment with you, but he doesn't tell you why he wants to see you. You arrive on time and wait thirty minutes. You go in. He gets a call before he can talk to you. When he hangs up the phone, he says, "How have your classes been going?"

1. How does the incident make you feel?

2. What did the principal do that made you feel this way?

3. What would you do in response to this incident?

Principal's Intention: He wants to share some very positive parent remarks with the teacher who has their child. You are that teacher.

SITUATION: SALLY

Sally's Action: You go into the teachers' room for a cup of coffee. Sally comes over and sits down. She says you're looking good today and asks if you have seen a recent article on problem children in the classroom. She compliments you on the way you deal with behavior problems. She says she has a friend who is having difficulty with some pupils.

1. How does the incident make you feel?

2. What did Sally do that made you feel this way?

3. What would you do in response to this incident?

Sally's Intention: Sally wants to get some help with a difficult student, but doesn't want to appear as if she can't handle the situation. She also wants to help you with two students you share in classes who, she has discovered, give you much trouble. She wants you to be able to talk about them without her bringing them up.

PATTERNS IN ENCODING

Unit 8
Handout 7

Take ten minutes alone to think about your here-and-now patterns in encoding, i.e., transforming your private intentions into observable actions. If you are aware of the way you encode, you can describe accurately how you typically act when you feel, for example, angry, affectionate, threatened, uneasy, etc. Use your responses to the situations in H1, 4, 5, and 6 as a way of beginning to think about the way you encode.

Write below how you are encoding in this group right now.

ANSWER SHEET FOR UNIT 8

Unit 8
Handout 8

Unit 8: The Interpersonal Gap

1. The three blank spaces in the following sentence should be filled in with three key terms used in attempting to make sense of interpersonal relations. Fill in the letter of the correct term from the list below in each blank space of the sentence.

   Person A has __g__ which he or she "encodes" into his or her __b__ and which are "decoded" by person B as having a certain __d__ on person B.

   a. expectations
   b. actions
   c. results
   d. effect
   e. reflection
   f. communication
   g. intentions
   h. goals
   i. interpretation

UNIT 9: THE EFFECTS OF FEELINGS
Leader Information

Purpose:	To consider how feelings affect communication. To provide practice in discussing feelings.
Unit Time:	92 Minutes
Equipment:	Projector
Materials:	Unit 9 Film Newsprint Schedule (N11)
Handouts:	1. Film Introduction 2. Emotions as Problems 3. Discussing Feelings 4. Answer Sheet for Unit 9

This unit designed by Robert Dyer and Evelyn Challis
Revised by René Pino

UNIT 9: THE EFFECTS OF FEELINGS
Leader Information

Objective	Rationale	Material
1.		
2.		Handout 1
3. To identify effects of feeling expressions in the film and to check one's perception with others.		Unit 9 Film: Three situations involving feelings (anger, praise, helplessness).
4. To identify personal styles of communicating feelings.	To provide a setting for practice in communicating feelings and for exploration of alternative ways of communication.	
5. To present a theoretical base to understanding how emotions affect communication.		Handout 2
6. To determine specific ways that each deals with emotions within self.		
7. To share self-generated data with others.	To provide practice in selecting data about self to share with others.	

UNIT 9: THE EFFECTS OF FEELINGS
Leader Information

Instructions	Time
1. Present a brief schedule of steps on newsprint. (N11)	2 Minutes
2. Read aloud the Film Introduction, Handout 1, to reinforce it.	2 Minutes
3. Show Unit 9 Film.	9 Minutes
4. Ask sextets to form pairs. Direct pairs to discuss questions on Handout 1: a. How might you have responded if you were the recipient of the feelings? b. How would you have expressed the feelings? c. What are some alternative behaviors which would communicate the same feelings?	15 Minutes
5. Direct pairs to read and discuss their reactions to Handout 2.	5 Minutes
6. Instruct participants to think ALONE and consider: a. How do you handle your emotions? b. How do you react to the emotions of others? c. What are some verbal and nonverbal cues that tell you you're feeling emotional? d. Which feelings are easy to express; which hard to express?	8 Minutes
7. Share individual thinking in pairs.	15 Minutes

UNIT 9: THE EFFECTS OF FEELINGS
Leader Information

	Objective	Rationale	Material
8.	To share strong feelings in a variety of ways and situations.	To give practice in sharing strong feelings. These should be easier to handle by dealing with past events.	
9.			Handout 3
10.	To demonstrate an understanding of the theory presented in Handout 3 by sharing feeling within pairs.	After having time to practice with past events, most people should be able to deal with their immediate feelings toward their partner.	Handout 3
11.	To master the basic cognitive learning for the unit as represented by the correct answers.	To reinforce accurate answers about major points of cognitive learning in the unit.	Handout 4

UNIT 9: THE EFFECTS OF FEELINGS
Leader Information

	Instructions	Time
8.	Interrupt and direct participants to think of a strong feeling they had toward someone in the past but never shared. Ask each person to pretend his or her partner is that person and to communicate the past feeling. The partner should give feedback after each trial. Change roles and repeat.	10 Minutes
9.	**Ask individuals to read Handout 3, Discussing Feelings.**	**5 Minutes**
10.	**Ask pairs to form quartets.** **a. One pair tries to share here-and-now feelings between them for seven minutes.** **b. The other pair listens, observes and reports impressions about the pairs' ability to stay in the here-and-now. Use the scale on Handout 3. Allow three minutes for feedback.** **c. Reverse roles of pairs and repeat steps (a) and (b); 10 minutes.**	**20 Minutes**
11.	Mention the correct answer on Handout 4.	1 Minute

UNIT 9: THE EFFECTS OF FEELINGS

1. Receive overview of unit
2. Individuals: read H1, Film Introduction
3. View film
4. Pairs within sextet: discuss film
    a. How might you have responded if you were the recipient of the feelings?
    b. How would you have communicated the feelings?
    c. What are some alternative behaviors which would communicate the same feelings?
5. Pairs: read and discuss theory paper H2, Emotions as Problems
6. Individuals: think about own emotions
7. Pairs: share individual thinking
8. Individuals: read theory paper H3, Discussing Feelings
9. Quartets (combined pairs):
    a. One pair shares here-and-now feelings
    b. Receives feedback from other pair
    c. Reverse roles, repeat steps
10. Review Answer Sheet, H4

FILM INTRODUCTION

Unit 9
Handout 1

This film depicts the communication of emotions. There are three scenes in which emotions of anger, praise and helplessness are expressed.

Scene 1: Principal and teacher

Scene 2: Principal and teacher

Scene 3: Student and teacher

After you view the film you will form pairs within your sextet and discuss:

a. How might you have responded if you were the recipient of the feelings?

b. How would you have expressed the feelings?

c. What are some alternative behaviors which would communicate the same feelings.

EMOTIONS AS PROBLEMS

Unit 9
Handout 2

The way we deal with emotion is the most frequent source of difficulty in our relations with others. Although each of us continually experiences feelings about others and about ourselves, most of us have not yet learned to accept and use our emotions constructively. We not only are uncomfortable when others share strong feelings, but most of us do not even recognize, much less accept, many of our own feelings.

We know, intellectually, that it is natural to have feelings. We know that the capacity to feel is as much a part of being a person as is the capacity to think and reason. We are aware of incompleteness in the one who seems only to *think about* life and does not seem to feel--to care about, enjoy, be angered and hurt by what goes on around her or him. We know all this, and yet we believe that feelings are disruptive, the source of obstacles and problems in living and working with others.

It is not our feelings that are the source of difficulty in our relations with others but the way we deal with them or our failure to use them.

Because of our negative attitude toward emotions, because of our fear of and discomfort with our feelings, we spend much effort trying, in one way or another, to deny or ignore them. Look around you and observe how you and others deal with feelings. Make your own observations and see if they support or contradict the point that our usual response is some variation of, "Don't feel that way."

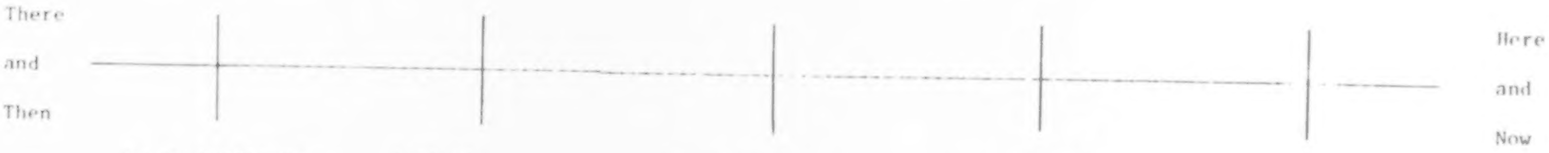
To the person sharing disappointment, discouragement or depression we say things like, "Cheer up!" "Don't let it get you down." "There's no use crying over spilled milk." "Things will get better." In short, "Don't feel that way." To the sorrowing or hurting person we advise, "Don't cry. Put your mind on something pleasant." We tell the angry person, "Simmer down. There's no point in getting angry. Let's be objective." To the person communicating joy and satisfaction in something he or she has done we caution, "Better watch out. Pride goeth before a fall." In our various group meetings we counsel each other, "Let's keep feelings out of this. Let's be rational."

DISCUSSING FEELINGS

Unit 9
Handout 3

Another sign of the difficulty we all experience with feelings is that the more distant and remote the feelings, the more comfortable we are in discussing them. Try to pay attention to yourself and others when talking about feelings and ask, "How distant are these feelings?" You will find relatively few discussions of feelings that someone is having "right here" and "right now" in comparison with the number of discussions about feelings they had somewhere else (there), at a time in the past (then). Do you find that you talk more easily about feelings you had in the past than about your feelings you have right now? Do you find that you talk more easily about feelings toward somebody else than about your feelings toward persons who are present? As you observe yourself and others discussing feelings, see whether the following scale roughly represents what you find.

Scale of Difficulty in Discussing Feelings



I tell you how one person felt toward another, neither person being present, e.g., "Joe was angry with Jim."	I tell you my past feelings about somebody not present, e.g., "I was angry with her."	I tell you my present feelings about somebody not present, e.g., "I am angry with him."	I tell you my past feelings about you, e.g., "I was angry with you last month when you...."	I tell you my present feelings about you, e.g., "I am angry with you."
Least difficult to discuss	A little difficult to discuss	Fairly difficult to discuss	Quite difficult to discuss	Most difficult to discuss

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In general, the closer the feelings are to the here and now--to you and me in this present moment--the more difficult they are to discuss openly. The scale above implies many more subdivisions than shown. For example, it implies that I am more comfortable telling you that I was angry with you a year ago than that I was angry with you last week. The former topic is much more distant. Likewise, I can more easily tell you of last week's anger than of my annoyance with you yesterday.

This scale doesn't mean that people do not get angry in the present or even that they do not act angry, only that to describe one's present anger openly is more difficult than to discuss one's past anger.

The important question is, does it matter whether we discuss our feelings as we are having them? The answer is definitely yes. Feelings that we try to bury inside ourselves do not disappear. They tend to stay stored up inside until, sooner or later, they find a way to come out. The problem is that when they have been bottled up too long they come out in inappropriately strong ways or focused on the wrong target. Instead of telling your spouse you feel angry when you are repeatedly interrupted, you're apt to yell, "Shut up," at the kids. The age old ideas of "getting things off your chest," or "always get to the heart of a problem," are scientifically sound. Of course, there are some times when feelings can not be dealt with appropriately at the moment. But, rather than assuming it's not appropriate, consider whether it is or not. More often than not, it is probably not only right, it is extremely important.

ANSWER SHEET FOR UNIT 9

Unit 9
Handout 4

Unit 9: The Effects of Feelings

1. In general, the closer feelings are to the here and now, _______to discuss them openly.

_____The easier it is

_____The more important it is

__X__The more difficult it is

_____The more dangerous it is

_____The less fruitful it is

2. It is important to discuss feelings as they occur whenever appropriate to do so because, if we don't,

_____It will be harder to identify them later

_____They may be forgotten

__X__They tend to come out later in inappropriate ways

_____They may never occur again

UNIT 10: MATCHING BEHAVIOR WITH INTENTIONS
Leader Information

Purposes: To present theoretical input explaining importance of matching behavior with intentions.

To practice matching behavior with intentions to test theory input with other members of the group.

Unit Time: 96 Minutes

Equipment: Paper and Pencils

Materials: Newsprint Schedule (N12)

Handouts:

1. Matching Behavior
2. Intentions Toward Each Sextet Member
3. Masked Intentions
4. Answer Sheet for Unit 10

This unit designed by Robert Dyer and Evelyn Challis
Revised by René Pino

UNIT 10: MATCHING BEHAVIOR WITH INTENTIONS
Leader Information

	Objective	Rationale	Material
1.			
2.		To give a theoretical basis for the rest of the exercise.	Handout 1
3.			
4.	To describe behavior and check perception. To identify discrepancy between behavior and intention.	To provide the opportunity to try out matching behavior with intentions	
5.		To give additional practice in trying to match intention with behavior and check degree of congruence by receiving perception report from others.	
6.			

UNIT 10: MATCHING BEHAVIOR WITH INTENTIONS
Leader Information

Instructions	Time
1. Present brief schedule of steps on newsprint. (N12)	2 Minutes
2. Ask participants to read the theory in "Matching Behavior," Handout 1.	2 Minutes
3. Preparation for the next exercise:	5 Minutes
a. There will be 3 sessions of 10 minutes each with a different partner each session. These individuals need not be from the sextet.	
b. Before the conversation, each person decides on an intention, i.e., trying to communicate a feeling, attitude or reaction without naming it, that should not be revealed to the other.	
c. After 8 minutes of interaction, take 2 minutes for perception checks: what behaviors (verbal and nonverbal) were observed and what was being communicated by the behaviors? Each reveal the intention; did the behaviors match the intention?	
d. Repeat steps (a), (b) and (c) for each interaction; intentions may be changed.	
4. Instruct participants to select partners and interact for 10 minutes. Indicate the time for the perception check will be called 2 minutes BEFORE the 10 minutes are up.	10 Minutes
5. Interrupt and ask participants to look around and select a new partner; conduct the second pair meeting. Call time after 8 minutes for perception check.	10 Minutes
6. Interrupt and ask participants to select a new partner and conduct the last pair meeting.	10 Minutes

UNIT 10: MATCHING BEHAVIOR WITH INTENTIONS
Leader Information

Objective	Rationale	Material
7. To identify and share intentions they may have in different relationships.	To prepare for sextet work by reflecting and writing goals or intentions.	Handout 2
8. To identify different ways intentions can be expressed.		
9.		
10.	To give an opportunity to try out goals and intentions toward each member of the sextet while engaged in a discussion with self-selected content.	
11.	To give opportunity to check with others on how they were perceived.	

UNIT 10: MATCHING BEHAVIOR WITH INTENTIONS
Leader Information

	Instructions	Time
7.	Direct participants to work alone to write on Handout 2 those intentions and goals they may have in establishing a relationship with each member of their sextet. Announce they will have a chance later to try out behavior to achieve these goals in a general discussion within the sextet.	10 Minutes
8.	Instruct sextets to put aside Handout 2 for now. They are to discuss and produce examples of behaviors to communicate specific intentions. Participants may want to say to the group, "Here is one intention. How would you communicate it?" For example, how would a person communicate that he likes you; that he doesn't want to get too involved; that he is angry with you; or that he needs your help?	10 Minutes
9.	Interrupt; ask participants to prepare for trying out behaviors to communicate their intentions toward each sextet member. Take 3 minutes to review and reflect on what they wrote on Handout 2.	3 Minutes
10.	Sextet choose any topic. During discussion, individuals try out different ways of communicating intentions.	15 Minutes
11.	Interrupt; ask sextets to do perception checks to see how accurately their behaviors were matched with their intentions.	8 Minutes

UNIT 10: MATCHING BEHAVIOR WITH INTENTIONS
Leader Information

	Objective	Rationale	Material
12.	To present hidden agenda as intentions operating in a group.	To make possible identification of hidden agenda and perception check of what is going on in the group.	Handout 3
	To identify hidden agenda in sextet.		
13.	To master the basic cognitive learning for the unit as represented by the correct answers.	To reinforce accurate answers about major points of cognitive learning in the unit.	Handout 4

Instructions	Time
12. Ask individuals to read and complete Handout 3; then share and discuss in sextets.	10 Minutes
13. Refer to the correct answers on Handout 4.	1 Minute

UNIT 10: MATCHING BEHAVIOR WITH INTENTIONS

1. Receive overview of unit
2. Individuals: read theory paper H1, Matching Behavior
3. Receive instructions for pair interaction
4. Pairs (three rounds):
    a. Interact--8 minutes
    b. Perception check--2 minutes
5. Individuals: complete H2, Intentions Toward Each Sextet Member
6. Sextets: consider examples of behaviors to communicate specific intentions
7. Sextets: discussion using H2 and perception check
8. Individuals and sextets: read and complete H3; share and discuss in sextets
9. Review Answer Sheet, H4

MATCHING BEHAVIOR

Unit 10
Handout 1

As people enter into an interpersonal relationship, there are goals they wish to accomplish in that relationship. They may be as diverse as asking a girl to be your wife or wanting to terminate a relationship; from wanting to borrow money to wanting to let a person know how much you care about him. The goals or purposes of a relationship are as varied as there are wishes and wants. Problems arise in a relationship when a person's intentions are not congruent with behavior. If a person is angry and wants to punish but acts in ways that don't show anger, the relationship suffers. Rogers defined congruence as "...an accurate matching of experiencing and awareness." He then formulated a general principle concerning congruency and its effect on interpersonal relationships.

> The greater the congruence of experience, awareness and communication on the part of one individual, the more the ensuing relationship will involve: a tendency toward reciprocal communication with a quality of increasing congruence; a tendency toward more mutually accurate understanding of the communication; improved psychological adjustment and functioning in both parties; mutual satisfaction in the relationship.[1]

With this principle in mind we can conclude that if the intentions a person brings into a relationship are accurately communicated, the greater the trust and the better the relationship between the two individuals.

An individual's intentions may be communicated either verbally or nonverbally. Since a person's intentions are known only to oneself, the only way another person is able to determine what your intentions are is through your words or behavior. When there is consistency among words, behavior and intentions, mutual trust is developed and a more meaningful relationship is established. The converse is also true--inconsistency among words, behavior and intentions breeds suspicion and distrust.

---

[1] Rogers, Carl. On Becoming A Person. Boston: Houghton-Mifflin. 1961, page 344.

INTENTIONS TOWARD EACH SEXTET MEMBER

Unit 10
Handout 2

(With each member you have goals which will establish, continue, change directions, improve or build your relationship. Identify your intentions, or goals, toward each sextet member. Also identify what verbal and nonverbal behaviors might accurately communicate your intentions.)

1.

2.

3.

4.

5.

MASKED INTENTIONS

An example of masked intentions is the "hidden agenda." This occurs when an individual brings to the group an intention which she doesn't share with them, but which she maneuvers them into dealing with even though this was not the task before the group.

For example, during a meeting to discuss the possibility of changing the reading program in an elementary school, one of the first-grade teachers wants to adopt a specific approach that everyone would be required to use.

Write examples of instances in this session when:

1. You have been working with a hidden agenda.

2. You think others may have had hidden agendas.

Check both of these with the rest of your group. Were others aware of the first? Were you accurate on the second? How were they dealt with?

You may also wish to discuss examples of hidden agenda in the school setting and how they might be handled.

ANSWER SHEET FOR UNIT 10

Unit 10: Matching Behavior With Intentions

1. Problems arise in a relationship when a person's ___h___ is not congruent with his or her ___c___.

a. belief

b. feeling

c. intention

d. satisfaction

e. hidden agenda

f. task

g. trust

h. behavior

UNIT 11: OPEN COMMUNICATION: FREEING AND BINDING RESPONSES
Leader Information

Purpose:	To reinforce understanding of basic interpersonal communication skills. To develop awareness of relationship between responses to other's sharing and development of openness. To practice responses which increase openness.
Unit Time:	91 Minutes
Equipment:	Projector Newsprint Paper Felt-Tip Pens for Each Sextet
Materials:	Unit 11 Film Newsprint Schedule (N13) Newsprint Instructions for Step 8 (N14) Newsprint Instructions for Step 12 (N15)
Handouts:	1. A Review of Interpersonal Communication Skills 2. Film Introduction 3. Conditions That Support Open Communication 4. Answer Sheet for Unit 11

This unit designed by Robert Dyer
Revised by René Pino

UNIT 11: OPEN COMMUNICATION: FREEING AND BINDING RESPONSES

Leader Information

	Objective	Rationale	Material
1.			
2.			Handout 1
3.			
4.			Handout 2
5.			Unit 11 Film: Two teachers who are responding to each other
6.			
7.	To use participants as resources for each other.	To provide opportunity for total group to examine a concept together and serve as resources for each other.	

UNIT 11: OPEN COMMUNICATION: FREEING AND BINDING RESPONSES
Leader Information

	Instructions	Time
1.	Present a brief schedule of steps on newsprint. (N13)	2 Minutes
2.	Ask individuals to read and complete Handout 1, A Review of Interpersonal Communication Skills.	5 Minutes
3.	Ask trios to share and discuss their responses from Handout 1.	8 Minutes
4.	Read with the participants the Film Introduction, Handout 2.	2 Minutes
5.	Show the film.	3 Minutes
6.	Ask sextets to share and discuss their reactions to what they saw and heard in the film.	10 Minutes
7.	Ask participants to think about conditions which support OPEN and CLOSED communication. Announce that their ideas will be posted on newsprint. After a minute or two, invite participants to share their ideas about the conditions which create OPEN and CLOSED communication. Post these ideas on newsprint, following the guide available on N14. If time remains, conduct a general discussion for clarification of ideas presented.	10 Minutes

UNIT 11: OPEN COMMUNICATION: FREEING AND BINDING RESPONSES

Leader Information

	Objective	Rationale	Material
8.	To provide information about the possible effects of freeing and binding responses in conversation.		
9.	To use trio members as resources.		
10.			
11.	To identify an individual with whom you could improve your relationship and, then, to work toward a more open relationship. To identify binding and freeing responses. To share observations about what happened with others.		
12.			
13.	To master the basic cognitive learning for the unit as represented by the correct answers.	To reinforce accurate answers about major points of cognitive learning in the unit.	Handout 4

UNIT 11: OPEN COMMUNICATION: FREEING AND BINDING RESPONSES
Leader Information

Instructions — Time

8. Ask participants to read Handout 3, Conditions That Support Open Communication. 5 Minutes

9. Direct participants to work in trios and help one another identify those responses "you want to try out to increase open communication with another" in preparation for next task. Use H3. 5 Minutes

10. Prepare for interpair task. 5 Minutes

    a. Select a partner with whom each would like to increase open communication. Can be anyone in workshop.

    b. Each pair find another pair to work with.

    c. The two pairs will take turns discussing contents of Handout 3 while trying out responses identified previously. The observing pair will use Handout 3 as a guideline for observation.

    d. Direct participants' attention to a newsprint for the schedule of observation. (N15)

11. Complete interpair task. 30 Minutes

    Pair A - Discussion - (8 minutes)
    Pair B - Observation
    Pair B - Discussion - (8 minutes)
    Pair A - Observation
    Quartet Discussion. Share observations, give feedback, do perception check.

12. Review conditions required for open communication, including effects of freeing and binding responses. If time remains, encourage responses from group. 5 Minutes

13. Refer to the correct answers available on Handout 4. 1 Minute

UNIT 11: OPEN COMMUNICATION: FREEING AND BINDING RESPONSES

1. Receive overview
2. Individuals: read and complete H1, A Review of Interpersonal Communication Skills
3. Trios: share responses from H1
4. Individuals: read H2, Film Introduction
5. View film
6. Sextets: discuss film
7. Group: produce newsprint list of conditions which support open - closed communication
8. Individuals: read H3, Conditions That Support Open Communication
9. Trios: prepare for next task by helping each other identify responses to tryout to increase open communication
10. Prepare for interpair task
11. Pairs: discuss and observe tryouts of responses to increase open communication
12. Quartets: share observations, give feedback and do perception check
13. Review Answer Sheet, H4

NEWSPRINT INSTRUCTIONS FOR STEP 8

Unit 11
N14

CONDITIONS WHICH SUPPORT

OPEN COMMUNICATION	CLOSED COMMUNICATION

NEWSPRINT INSTRUCTIONS FOR STEP 12

PAIR A - DISCUSS (8 MINUTES)
PAIR B - OBSERVE

PAIR B - DISCUSS (8 MINUTES)
PAIR A - OBSERVE

QUARTET DISCUSSION
- SHARE OBSERVATION
- GIVE FEEDBACK
- DO PERCEPTION CHECK

A REVIEW OF INTERPERSONAL COMMUNICATION SKILLS

Unit 11
Handout 1

Below is a list of the basic interpersonal communication skills which you have practiced so far and a definition of each. Imagine that someone has asked you for an illustration of these definitions. To prepare your response, write an example of an actual use of each skill.

1. PARAPHRASE Testing how well you understand another person's comment by trying to put his or her ideas into your own words.

2. PERCEPTION CHECK Checking your understanding of the feeling expressed by another by transforming the expression of feeling into a tentative description of feeling.

3. DESCRIPTION OF FEELINGS Using words which identify feelings by describing your emotional state.

4. DESCRIPTION OF BEHAVIOR Reporting specific, observable actions of others without interpretation or value judgments.

5. FEEDBACK

   a. GIVING FEEDBACK Reporting observations of and reactions to another's behavior.

   b. RECEIVING FEEDBACK Asking another for and hearing observations of and reactions to your own behavior.

This film presents a conversation between two teachers. Watch for factors that seem to help or hinder their communication.

After viewing the film, sextets will share and discuss their reactions to what they saw and heard.

CONDITIONS THAT SUPPORT OPEN COMMUNICATION

Unit 11
Handout 3

The idea of openness in communications was described in Unit 6: The Concept of Feedback. When you share things about yourself, or reactions and perceptions you have about the other person, you are being open. As two people find there are an increasing number of things that can be shared in mutually helpful ways, a mutual trust develops.

There may be many things about oneself or reactions to a particular person that are not appropriate or relevant to that relationship. When inappropriate things are shared, or shared things seem to be used in harmful ways, trust and openness decrease. There is always some risk involved when one tries sharing a new kind of information in a particular relationship. It is the risk of whether that sharing will increase or decrease trust and openness. The risk also includes the good and bad feelings that accompany such experience.

When two people mutually care for helping each other grow and have good communication skills for understanding each other's intentions as well as ideas and feelings, increasing areas of sharing become appropriate. TRUST, RISK TAKING, MUTUAL CARING AND GOOD COMMUNICATION SKILLS are conditions that support open communications.

One set of skills that especially influence development of openness lies in the use of responses to the other's risk of sharing. When the other takes a chance of sharing with you, your response may tend to have a freeing effect. Or, your response may tend to have a binding or closing off effect. Listed on the next page are behaviors that generally tend to have freeing or binding effects when responding to another's sharing.

John L. Wallen

The following responses have freeing and binding effects:

FREEING EFFECTS: Increases other's autonomy as a person by increasing sense of equality

ACTIVE, ATTENTIVE LISTENING: Responsive listening, not just silence

PARAPHRASING: Testing to insure the message you received was the one sent

PERCEPTION CHECK: Showing your desire to relate to and understand him or her as a person by checking your perception of his or her feelings and/or behavior; showing acceptance of feelings

SEEKING INFORMATION TO HELP YOU UNDERSTAND HIM: Questions directly relevant to what was said, not ones that introduce new topics

OFFERING INFORMATION RELEVANT TO THE OTHER'S CONCERNS: The other may or may not use it

SHARING INFORMATION THAT HAS INFLUENCED YOUR FEELINGS AND VIEWPOINTS

DIRECTLY REPORTING YOUR OWN FEELINGS

OFFERING NEW ALTERNATIVES: Action proposals offered as hypotheses to be tested

BINDING EFFECTS: Diminishes other's autonomy by increasing sense of subordination

CHANGING THE SUBJECT WITHOUT EXPLANATION: For example, to avoid the other's feelings

EXPLAINING THE OTHER, INTERPRETING HIS OR HER BEHAVIOR: "You do that because your mother always...." Binds the person to past behavior or may be seen as an effort to bring about a change

ADVICE AND PERSUASION: "What you should do is...."

VIGOROUS AGREEMENT: Binds the person to present position--limits changing his or her mind

EXPECTATIONS: Binds to past, "You never did this before. What's wrong?" Clues to future action, "I'm sure you will...." "I know you can do it."

DENYING FEELINGS: "You don't really mean that!" "You have no reason to feel that way!" Generalizations, "Everybody has problems like that."

APPROVAL ON PERSONAL GROUNDS: Praising the other for thinking, feeling or acting in ways that you want him to; that is, for conforming to your standards

DISAPPROVAL ON PERSONAL GROUNDS: Blaming or censuring the other for thinking, acting, and feeling in ways you do not want her to; imputing unworthy motives to her

COMMANDS, ORDERS: Telling the other what to do, includes, "Tell me what to do!"

EMOTIONAL OBLIGATIONS: Control through arousing feelings of shame and inferiority, "How can you do this to me when I have done so much for you?"

THE EFFECT OF ANY RESPONSE DEPENDS UPON THE DEGREE OF TRUST IN THE RELATIONSHIP.

The less trust, the less freeing effect from any response. The more trust, the less binding effect from any response.

ANSWER SHEET FOR UNIT 11

Unit 11
Handout 4

Unit 11: Open Communication

1. Two kinds of responses to other's sharing that tend to have a freeing effect are:

☒ Paraphrasing
☐ Evaluating
☐ Giving Advice
☐ Vigorous Agreement
☒ Seeking Information
☐ Approval on Personal Grounds

2. Two kinds of responses to other's sharing that tend to have a binding effect are:

☒ Interpreting Behavior
☐ Reporting Feelings
☐ Behavior Modification
☐ Offering Information
☒ Vigorous Agreement
☐ Nonverbal Agreement

UNIT 12: COMMUNICATING ABOUT INTERPERSONAL RELATIONSHIPS
Leader Information

Purpose:	To provide a model for viewing interpersonal relationships. To practice communication dimensions of that model called the "circular process."
Unit Time:	90 Minutes
Equipment:	Pencils Tape Recorder
Materials:	Audiotape Newsprint Schedule (N16)

Handouts:

1. Major Categories and Dimensions in an Interpersonal Relationship
2. The Circular Process of Interpersonal Relationships
3. Rank Ordering (ONE BLUE PER TRIO)
4. Dimensions I Intend to Communicate
5. Dimensions of the Other Person's Communication
6. Review of the Major Categories and Dimensions in an Interpersonal Relationship
7. Answer Sheet for Unit 12

This unit designed by Charles Jung

UNIT 12: COMMUNICATING ABOUT INTERPERSONAL RELATIONSHIPS
Leader Information

	Objective	Rationale	Material
1.			
2.	To learn about the "Circular Process Model" of communicating about interpersonal relationships.	This format creates a demand for learning and begins a series of reinforcements.	Handout 1
	To provide a rationale for the Circular Process Model.	To prepare participants for the next step.	Handout 2
3.		This reinforces learning the Circular Process Model both by repetition and by increasing personal relevance.	Tape Recording
4.			Handout 3 Handout 4
5.	To utilize the Circular Process Model in the task on rank ordering traits.	To provide a task that will illustrate the circular process.	Handout 3 (White) Handout 3 (Blue) Handout 4

UNIT 12: COMMUNICATING ABOUT INTERPERSONAL RELATIONSHIPS
Leader Information

Instructions	Time
1. Present a brief schedule of steps on newsprint (N6).	2 Minutes
2. Ask individuals to complete two tasks:	18 Minutes
a. Read lefthand column of Handout 1 and think alone about how blanks might be filled. Then read righthand column.	
b. Read Handout 2. Follow the instructions at the end.	
3. Refer participants of Handout 2, Diagrams I and II, pp. 261-262. State that a tape recording will now be played which helps illustrate the Circular Process of Interpersonal Relationships. (The script can be found in Appendix A, page 473.)	9 Minutes
4. Prepare for trio work by asking individuals to complete two tasks:	10 Minutes
a. Rank order the list on Handout 3, 1-12.	
b. Read and complete Handout 4. Responses should not be shared at this time.	
5. Distribute one BLUE copy of Handout 3 to each trio.	15 Minutes
Ask trios to simultaneously complete two tasks:	
a. Combine ideas for rank ordering.	
b. Communicate two dimensions identified on Handout 4.	

Objective	Rationale	Material
6. To prepare for feedback on skill practice efforts.	To prepare them for the next discussion.	Handout 5
7. To be able to share and discuss their feedback reactions within the trios.	To give feedback within a familiar group. Because of past experiences they should know one another's behavior very well.	Handout 5
8. To reinforce the Circular Process Model.		Handout 6
9. To master the basic cognitive learning for the unit as represented by the correct answers.	To reinforce accurate answers about major points of cognitive learning in the unit.	Handout 7

UNIT 12: COMMUNICATING ABOUT INTERPERSONAL RELATIONSHIPS
Leader Information

Instructions	Time
6. Refer to Handout 5; review directions with participants. Ask them to complete a copy of Handout 5 for each of the other two members of their trio. (There are two copies of page 273.) Tell them they will be asked to do perception checks based on their behavior descriptions (what and how I saw him or her communicating).	10 Minutes
7. Instruct trios to use Handout 5 to share and discuss behavior descriptions and do perception checks. Ask them to share other relevant feedback.	20 Minutes
8. Interrupt to ask individuals to review the dimensions of interpersonal relationships on Handout 6.	5 Minutes
9. Refer to Handout 7 for correct answer on Unit 12.	1 Minute

UNIT 12: COMMUNICATING ABOUT INTERPERSONAL RELATIONSHIPS

1. Review overview
2. Individuals: read H1, Major Categories and Dimensions in an Interpersonal Relationship; read and complete H2, The Circular Process of Interpersonal Relationship
3. Group: hear tape recording
4. Individuals: complete H3, Rank Ordering, and H4, Dimensions I Intend to Communicate
5. Trio:
    a. Combine ideas for rank ordering
    b. Communicate two dimensions from H4
6. Individuals: complete two copies of H5, Dimensions of the Other Person's Communication
7. Trios: share and discuss information from H5
8. Individuals: review H6
9. Review Answer Sheet, H7

MAJOR CATEGORIES AND DIMENSIONS IN AN INTERPERSONAL RELATIONSHIP

Unit 12
Handout 1

Many things are happening in the relationship between any two people. Some social scientists created a diagram to represent a few of the major things which they believe research shows about a two-person relationship. They believe there are four major kinds of things--or categories--that you are involved in as you relate to any other person. In this session you will have a chance to explore dimensions within each category and how you communicate them. Take a few minutes to try filling in the blanks below and in the lefthand column on the next page. THEN read the righthand column.

The first kind of thing is what you ____________ and ________ about the ways the other acts. This includes such things as whether one is:
____________________ or hostile;
helpful or ____________________;
____________________ or demanding
and accepting or ____________________.

The second kind of thing is your inner ____________________ and ________________ about yourself in this relationship. This includes such things as:
your conception of your own ____________________; your perception ____________________ of yourself by _____ ___________;
and your evaluation and need for the ________________ of ____ ________.

After reviewing research findings, some social scientists believe that the major categories and dimensions in a relationship between two people include the following.

The first kind of thing is what you expect and see about the ways the other acts. This includes such things as whether one is:
friendly or hostile;
helpful or restricting;
suggesting or demanding
and accepting or rejecting.

The second kind of thing is your inner feelings and thoughts about yourself in this relationship. This includes such things as:
your conception of your own resources; your perception of evaluation of yourself by the other; and your evaluation and need for the resources of the other.

The third kind of thing is your ____________________ toward her. It includes such things as: trust or ________________; control or ____________________ or ____________.

The fourth kind of thing is the ______________ ___ __________ in which you act towards him. It includes such things as: __________ or passive; initiate or ____________; friendly or ________________; ___________ or offer; and accept or _______________.

The third kind of thing is your orientation toward her. It includes such things as: trust or distrust; control or dependence or sharing.

The fourth kind of thing is the pattern of ways in which you act toward him. It includes such things as: active or passive; initiate or withdraw; friendly or hostile; seek or offer; and accept or reject.

These ideas have been put together to form a diagram called The Circular Process of Interpersonal Relationships. Diagram I and Diagram II in Handout 2 illustrate this circular process that occurs in your relationship with any other particular person.*

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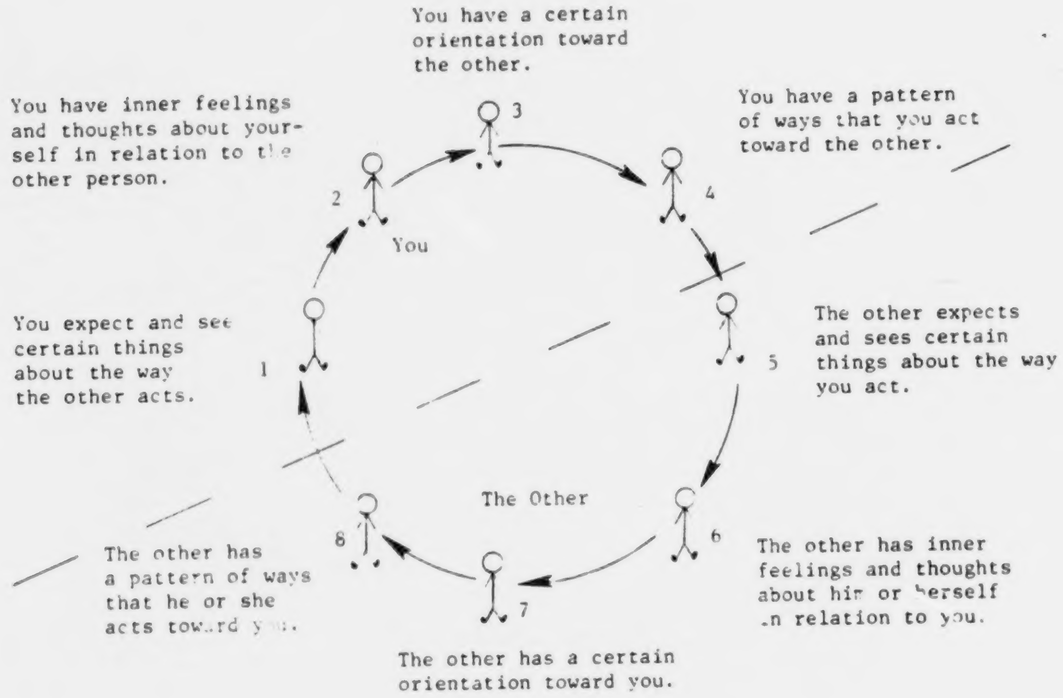
*Adapted from "The Vicious Circle" materials developed by the Center for Research on the Utilization of Scientific Knowledge, University of Michigan, 1967. Contact Addison-Wesley Publishing Company, Reading, Massachusetts, for purchasing information.

THE CIRCULAR PROCESS OF INTERPERSONAL RELATIONSHIPS

Unit 12
Handout 2

Diagram I

How the Circular Process of Interpersonal Relationships Works



1 You expect and see certain things about the way the other acts.

2 You have inner feelings and thoughts about yourself in relation to the other person.

3 You have a certain orientation toward the other.

4 You have a pattern of ways that you act toward the other.

5 The other expects and sees certain things about the way you act.

6 The other has inner feelings and thoughts about him or herself in relation to you.

7 The other has a certain orientation toward you.

8 The other has a pattern of ways that he or she acts toward you.

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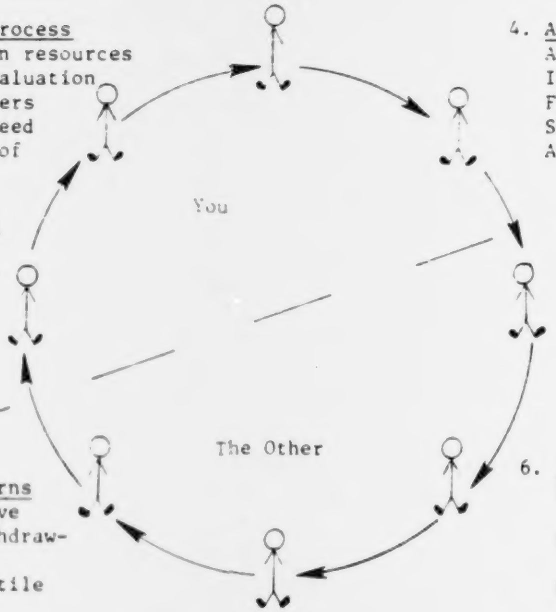
Diagram II

Categories and Dimensions Within the Circular Process of Interpersonal Relationships

Categories:
1. Expectations and Perceptions
2. Inner Personal Process
3. Interpersonal Orientation
4. Action Patterns



1. Expectations and Perceptions
   Friendly-Hostile
   Helpful-Restricting
   Suggesting-Demanding
   Accepting-Rejecting

2. Inner Personal Process
   Conception of own resources
   Perception of evaluation of self by others
   Evaluation and need for resources of others

3. Interpersonal Orientation
   Trust-Distrust
   Control-Dependence-Sharing

4. Action Patterns
   Active-Passive
   Initiate-Withdraw-Avoid
   Friendly-Hostile
   Seek-Offer
   Accept-Reject

5. Expectations and Perceptions
   Friendly-Hostile
   Helpful-Restricting
   Suggesting-Demanding
   Accepting-Rejecting

6. Inner Personal Process
   Conception of own resources
   Perception of evaluation of self by others
   Evaluation and need for resource of others

7. Interpersonal Orientation
   Trust-Distrust
   Control-Dependence-Sharing

8. Action Patterns
   Active-Passive
   Initiate-Withdraw-Avoid
   Friendly-Hostile
   Seek-Offer
   Accept-Reject

Unit 12
Handout 2

Each category within The Circular Process of Interpersonal Relationships contains several dimensions. Each dimension has a range of possibilities. In interacting with any particular person, you tend to fall somewhere on a dimension: for instance, ranging from total acceptance to total rejection or ranging from complete trust to complete distrust.

In any particular relationship, you may or may not communicate to the other person where you stand on each of these dimensions. It may or may not be important to do so, depending on the person and the situation of the moment. At the same time, you may sometimes be communicating your stand on a dimension without realizing it. Or, you may sometimes do things which the other mistakenly interprets as indicating where you are on dimension in relating with her or him.

Following are two examples of looking at what and how I communicate on dimensions within the four major categories when interacting with specific people.

EXPECTATIONS AND PERCEPTIONS

Choose One:		Person Involved:	What and How I Communicate:
_____	Friendly-Hostile	_____	[What]... That I see her as helpful... [How]... by making a point of describing what she has done to help me every time she does it.
X	Helpful-Restricting	Mary	
_____	Suggesting-Demanding	_____	
_____	Accepting-Rejecting	_____	

Unit 12
Handout 2

INNER PERSONAL PROCESS

Choose One:		Person Involved:	What and How I Communicate:
____	Conception of own resources	________	
____	Perception of evaluation of self by others	________	
X	Evaluation and need for resource of others	Bill	[What] ... That I have a high regard for his ability to help me diagnose reading problems... [How] ... by often discussing things I do to help my pupils in reading.

Now choose one dimension under each of the four major categories. Write a brief description of what and how you have tried to communicate in that dimension, using a person with whom you have a close relationship.

EXPECTATIONS AND PERCEPTIONS

Choose One:		Person Involved:	What and How I Communicate:
____	Friendly-Hostile	________	
____	Helpful-Restricting	________	
____	Suggesting-Demanding	________	
____	Accepting-Rejecting	________	

Unit 12
Handout 2

INNER PERSONAL PROCESS

Choose One:	Person Involved:	What and How I Communicate:
_____ Conception of own resources	________	
_____ Perception of evaluation of self by others	________	
_____ Evaluation and need for resource of others	________	

INTERPERSONAL ORIENTATION

Choose One:	Person Involved:	What and How I Communicate:
_____ Trust-Distrust	________	
_____ Control-Dependence-Sharing	________	

ACTION PATTERNS

Choose One:	Person Involved:	What and How I Communicate:
_____ Active-Passive	________	
_____ Initiate-Withdraw-Avoid	________	
_____ Friendly-Hostile	________	
_____ Seek-Offer	________	
_____ Accept-Reject	________	

Charles Jung

RANK ORDERING

Each of the attributes listed below may be more or less important for a beginning teacher. Rank order this list by assigning the number "1" to that which you think is most important for a beginning teacher. Assign a "2" to the attribute you think second most important--and so forth until you have numbered them all, 1-12.

_____ Knowledgeable

_____ Adventuresome

_____ Even-tempered

_____ Critical

_____ Cautious

_____ Insightful

_____ Creative

_____ Empathetic

_____ Energetic

_____ Curious

_____ Tactful

_____ Expressive

Each of the attributes listed below may be more or less important for a beginning teacher. Rank order this list by assigning the number "1" to that which you think is most important for a beginning teacher. Assign a "2" to the attribute you think second most important--and so forth until you have numbered them all, 1-12.

_____ Knowledgeable

_____ Adventuresome

_____ Even-tempered

_____ Critical

_____ Cautious

_____ Insightful

_____ Creative

_____ Empathetic

_____ Energetic

_____ Curious

_____ Tactful

_____ Expressive

DIMENSIONS I INTEND TO COMMUNICATE

Unit 12
Handout 4

Your trio will be asked to combine individual work on Handout 3 to produce one rank-ordered list of beginning teacher attributes. As usual when working together, messages will be communicated to the other two people about your interpersonal relationships with them.

The four major categories of interpersonal relationships are listed below, as well as the fourteen dimensions. During the next task, try to structure what you are communicating to the others: select TWO dimensions from the list and determine what aspect you will concentrate on, e.g., I choose the dimension of friendly-hostile and will concentrate on hostile. Next write a description of what behaviors you will use to communicate each of the two dimensions you have chosen.

Categories/Dimensions	What and How I Will Communicate

A. EXPECTATIONS AND PERCEPTIONS
1. _____ Friendly-Hostile
2. _____ Helpful-Restricting
3. _____ Suggesting-Demanding
4. _____ Accepting-Rejecting

B. INNER PERSONAL PROCESS
5. _____ Conception of Own Resources
6. _____ Perception of Evaluation of Self by Others
7. _____ Evaluation and Need for Resource of Others

C. INTERPERSONAL ORIENTATION
8. _____ Trust-Distrust
9. _____ Control-Dependence-Sharing

D. ACTION PATTERNS
10. _____ Active-Pasive
11. _____ Initiate-Withdraw-Avoid
12. _____ Friendly-Hostile
13. _____ Seek-Offer
14. _____ Accept-Reject

DIMENSIONS OF THE OTHER PERSON'S COMMUNICATION

Unit 12
Handout 5

Find out from each member of your trio which two dimensions they were trying to communicate. They are only to identify the dimensions --not what they were trying to communicate about the dimension or how they were trying to do it. For example, they should say, "I was friendly-hostile," not "I was trying to communicate hostility by glaring angrily."

Write the dimensions identified below. Then write a behavior description which relates to that dimension. Be prepared to do a perception check.

Trio Member:____________________

First Dimension:____

What and how I saw him or her communicating:

Second Dimension:____

What and how I saw him or her communicating:

DIMENSIONS OF THE OTHER PERSON'S COMMUNICATION

Find out from each member of your trio which two dimensions they were trying to communicate. They are only to identify the dimensions --not what they were trying to communicate about the dimension or how they were trying to do it. For example, they should say, "I was friendly-hostile," not "I was trying to communicate hostility by glaring angrily."

Write the dimensions identified below. Then write a behavior description which relates to that dimension. Be prepared to do a perception check.

Trio Member:____________________

First Dimension:____

What and how I saw him or her communicating:

Second Dimension:____

What and how I saw him or her communicating:

REVIEW OF THE MAJOR CATEGORIES AND DIMENSIONS IN AN INTERPERSONAL RELATIONSHIP

Unit 12
Handout 6

You will come to know a great deal about your personal style of communicating as you identify "what and how" you communicate concerning the specific dimensions in an interpersonal relationship. The more clearly you have the categories and dimensions in your awareness, the more likely you will be to continue discovering new things about your style. You may check yourself on this awareness by seeing how accurately you can fill in the blanks below. Try covering up the right side and checking it when necessary.

The first kind of thing is what you ________ and ________ about the ways the other acts. This includes such things as whether one is: ________ or hostile; helpful or ________ ________; ________ demanding and accepting or ________.	The first kind of thing is what you expect and see about the ways the other acts. This includes such things as whether one is: friendly or hostile; helpful or restricting; suggesting or demanding and accepting or rejecting.
The second kind of thing is your inner ________ and ________ about yourself in this relationship. This includes such things as: your conception of your own ________: your perception of ________ of yourself by ________ ________; and your evaluation and need for the ________ of ________ ________.	The second kind of thing is your inner feelings and thoughts about yourself in this relationship. This includes such things as: your conception of your own resources; your perception of evaluation of yourself by the other; and your evaluation and need for the resources of the other.

Unit 12
Handout 6

The third kind of thing is your ____________________ toward the other. It includes such things as: trust or ________________; control or ______________ or ______________.

The fourth kind of thing is the ______________ ___ _______ in which you act toward the other. It includes such things as: __________ or passive; initiate or ___________; friendly or ___________; __________ or offer; and accept or ____________.

The third kind of thing is your orientation toward the other. It includes such things as: trust or distrust; control or dependence or sharing.

The fourth kind of things is the pattern of ways in which you act toward the other. It includes such things as: active or passive; initiate or withdraw; friendly or hostile; seek or offer; and accept or reject.

Unit 12: Communicating About Interpersonal Relationships

1. According to the circular process diagram, the four major dimensions involved as one person relates to another include:

   a. You ______ and ________ certain things about the way the other acts.

   b. You have ______________________________ about yourself in relation to that perso. .

   c. You have a certain ______________________________ toward him.

   d. You have a pattern ________________ toward her.

   a. Expect and see

   b. Inner feelings and/or thoughts

   c. Orientation and/or intentions

   d. Of ways you act

UNIT 13: ROLES AND PATTERNS OF INTERPERSONAL COMMUNICATION

Leader Information

Purpose: To introduce the concept of role as an influence on communication and the concept of communication patterns related to role and system considerations.

Unit Time: 92 Minutes

Equipment:
Pencils
Projector
Newsprint Paper
Felt-Tip Markers for each sextet

Materials:
Unit 13 Film
Newsprint Schedule (N17)
Newsprint Instructions for Step 5 (N18)
Newsprint Instructions for Step 8 (N19)
Newsprint Instructions for Step 11 (N20)

Handouts:

1. Film Introduction
2. Roles, Patterns and Interpersonal Relations
3. Observer Instructions and Tally Sheet (BLUE)
4. Roles on Communication Patterns
5. Participant Questionnaire 1
6. Resource Information (BLUE)
7. Participant Questionnaire 2
8. Participant Questionnaire 3
9. How Patterns Relate to Such Things as Innovativeness and Morale
10. Answer Sheet for Unit 13

This unit designed by Charles Jung, Dorothy Mial and Stan Jacobson
Revised by René Pino

UNIT 13: ROLES AND PATTERNS OF INTERPERSONAL COMMUNICATION
Leader Information

	Objective	Rationale	Material
1.			
2.	To show how the different roles people assume influence interpersonal relationships.	To demonstrate quickly examples of role influenced interactions.	Handout 1 Handout 2
3.	To relate cognitive material to the film.	To encourage participants to start thinking about what they saw and what it means for them.	Unit 13 Film: Teacher talks on a one-to-one basis with a counselor; a principal; and another teacher about various issues.
4.			
5.	To provide a situation where the patterns of interpersonal communication can be observed and related to the group.	Individuals find it difficult to view their interpersonal behavior without an objective measure.	Handout 3 Handout 4
6.			

UNIT 13: ROLES AND PATTERNS OF INTERPERSONAL COMMUNICATION
Leader Information

Instructions	Time
1. Present a brief schedule of steps on newsprint. (N17)	2 Minutes
2. Refer to Handout 1, Film Introduction. Ask participants to read Handout 2.	3 Minutes
3. Show film.	10 Minutes
4. Direct trios to spend 10 minutes discussing what they saw in the film that relates to Handout 2.	10 Minutes
5. Present the following instructions on newsprint (N18): 1. Form sextets 2. Choose one observer (Observer will use BLUE Handout 3 twice; observer will present report on newsprint) 3. Remaining sextet members number off Ask sextets to make themselves "number tags" for easy identification by observer. Do not announce task. Ask all observers to meet with you. Distribute two copies of BLUE Handout 3 to each observer. Go over directions with all observers to be sure they understand procedure.	4 Minutes
6. Tell sextets they have 10 minutes to work on Task I using Handout 4 as their information resources.	10 Minutes

	Objective	Rationale	Material
7.	To provide a subjective check on the group interaction for comparison with the objective observer check.	To give all individuals an opportunity to check their perception of their behavior.	Handout 5
8.	To experience the effects of role influenced interaction in a task.	To involve all members of the task group in well defined roles to increase the effects of role influence.	Handout 6
9.			

UNIT 13: ROLES AND PATTERNS OF INTERPERSONAL COMMUNICATION
Leader Information

Instructions	Time
7. After 10 minutes call time. Ask observers to transfer tally to newsprint while rest of sextet fills out Handout 5.	5 Minutes

Give the correct answer to Task I.
Answer: 18 teachers.

8. Present the following instructions on newsprint (N19):	5 Minutes

1. Group will work on Task II
2. Observer will continue using Handout 3 for Task II
3. Assignments:
   Person 1: Member
   Person 2: Leader
   Person 3: Information Resource
   Person 4: Timekeeper
   Person 5: Member
4. Jobs:
   Leader: Guide the group in its task
   Timekeeper: Watch time, remind group about time remaining
   Information Resource: Tell the group its task and supply available information as requested BUT ONLY ORALLY
   Members: Participate as before

Distribute BLUE Handout 6, Task II, to Person No. 3, the information resource. Emphasize that information should be shared orally only.

Announce that Task II is to figure out how many buses of each size you will be able to buy for your school, given the data held by the information resource. Refer all other questions to Person No. 3.

9. Tell sextets they have 10 minutes to work on Task II.	10 Minutes

UNIT 13: ROLES AND PATTERNS OF INTERPERSONAL COMMUNICATION
Leader Information

	Objective	Rationale	Material
10.	To provide a subjective check on group interaction. To enable the participants to state the differences in personal behavior and that of the group between the tasks.	To get the participants to look at their own behavior.	Handout 5 Handout 7
11.			
12.	To be able to compare differences between subjective and objective perceptions. To compare differences in the group between tasks. To state the role influence in both cases.	To relate what they have learned from the experience.	
13.	To state their personal styles of interaction with subordinates, peers and superiors.	To relate what they have learned from the experience to themselves.	Handout 8

Instructions	Time
10. After 10 minutes stop the discussion. Ask the observers to transfer their data to newsprint. If possible, observers should use a different color ink to present data from Task II. The remaining members should fill out the questionnaires on the second copy of Handout 5 and Handout 7, p. 307. Give the correct answer to Task II. Answer: Four 40-passenger buses and four 20-passenger buses.	5 Minutes
11. Ask observers to post newsprint sheets. Present the following issues on newsprint (N20): 1. Compare own perception of interaction with observer's tallies 2. Compare interaction in Task I and Task II 3. Explore the influence of role in both instances	5 Minutes
12. Ask each group to explore issues.	15 Minutes
13. Direct attention to Handout 8, Participant Questionnaire 3. Ask individuals to think about relevance of this session to their typical communication patterns and to complete Handout 8. After five minutes, ask sextets to discuss responses on Handout 8.	15 Minutes

	Objective	Rationale	Material
14.			Handout 9
15.	To master the basic cognitive learning for the unit as represented by the correct answers.	To reinforce accurate answers about major points of cognitive learning in the unit.	Handout 10

	Instructions	Time
14.	Ask individuals to read Handout 9.	2 Minutes
	Ask all participants to think about how they might try to modify their communication patterns at work.	
15.	Mention the availability of correct answers for Unit 13 on Handout 10.	1 Minute

UNIT 13: ROLES AND PATTERNS OF INTERPERSONAL COMMUNICATIONS

1. Receive overview of unit
2. Individuals: read H1 and H2
3. View film
4. Trios: discuss film and how it relates to H2
5. Sextets: receive instructions; complete Task I
6. Sextets: receive instructions; complete Task II
7. Sextets: observers share data; compare with H5 and H7; discuss issues raised in activity
8. Individuals: complete H8; share in sextets
9. Individuals: read H9
10. Review Answer Sheet, H10

NEWSPRINT INSTRUCTIONS FOR STEP 5

1. FORM SEXTETS
2. CHOOSE ONE OBSERVER

   (OBSERVER WILL USE BLUE HANDOUT 3 TWICE;
   OBSERVER WILL PRESENT REPORT ON NEWSPRINT)
3. REMAINING SEXTET MEMBERS NUMBER OFF

NEWSPRINT INSTRUCTIONS FOR STEP 8

UNIT 13
N19

1. GROUP WILL WORK ON TASK II
2. OBSERVER WILL CONTINUE USING HANDOUT 3 FOR TASK II
3. ASSIGNMENTS:

PERSON 1:	MEMBER
PERSON 2:	LEADER
PERSON 3:	INFORMATION RESOURCE
PERSON 4:	TIMEKEEPER
PERSON 5:	MEMBER

4. JOBS:

LEADER:	GUIDE THE GROUP IN ITS TASK
INFORMATION RESOURCE:	TELL THE GROUP ITS TASK AND SUPPLY AVAILABLE INFORMATION AS REQUESTED BUT ONLY ORALLY
TIMEKEEPER:	WATCH TIME AND REMIND GROUP OF REMAINING TIME AVAILABLE
MEMBERS:	PARTICIPATE AS BEFORE

NEWSPRINT INSTRUCTIONS FOR STEP 11

EXPLORE THESE ISSUES:

1. COMPARE OWN PERCEPTION OF INTERACTION WITH OBSERVER'S TALLIES
2. COMPARE INTERACTION IN TASK I AND TASK II
3. EXPLORE THE INFLUENCE OF ROLE IN BOTH INSTANCES

FILM INTRODUCTION

This film depicts a teacher talking to three different persons. She talks to a counselor about teaching style; the principal about a student; and to another teacher about teaching issues.

The film focuses on the different roles people assume and how these roles influence their interpersonal communications.

FIRST: Read Handout 2.

SECOND: Watch the film and be prepared to discuss in your trio what you see in the film that relates to Handout 2.

Interpersonal relations reflect personal styles of the individuals but they are only part of the story. Relations are shaped also by the roles held by the individuals in the school, by the way persons in these roles typically relate in a particular shcool, and by relationships outside the building. There is, for example, evidence that teachers accept influence more readily from their principal when she is known to have influence with the central administration. Whether students are encouraged to help one another and to ask for help may relate to whether teachers readily help one another.

One result of effective interpersonal communications is the fact that people are more likely to share important data required to solve problems across roles and among groups. Another result may be that people are more likely to share and understand the demands placed on the individual by the roles he fills--demands that may sometimes be in conflict with one another. For example, the person may value informal group membership and want to be liked, but at the same time be under pressure to carry out unpopular demands delegated to him to enforce.

Designated roles may condition behavior. For example, who talks to whom and in what order, whether communication is one-way or two-way, how suggestions and ideas are heard, who participates the most and how decisions are made.

OBSERVER INSTRUCTIONS AND TALLY SHEET

Unit 13
Handout 3

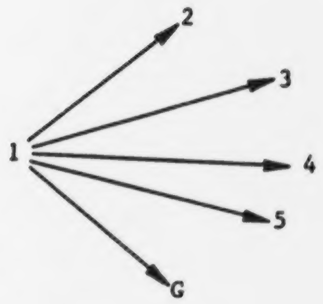
On this sheet, make a tally mark each time a participant speaks. Make the mark in the column under his or her number, next to the number of the person to whom the comment was addressed. If you cannot tell to whom the comment was addressed or if it was to the whole group, place a tally next to "g."

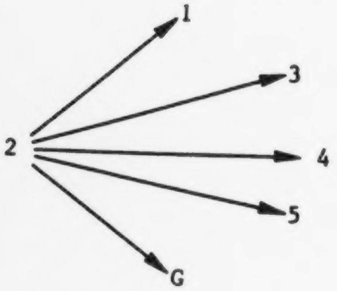
Speaking Participant Number	1	2	3	4	5
	2	1	1	1	1
	3	3	2	2	2
	4	4	4	3	3
	5	5	5	5	4
	G	G	G	G	G

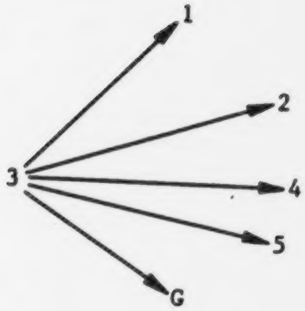
The diagram on the next page represents the group five times, once for each member. Copy the diagram onto newsprint. When the discussion is over, transfer the data you collected on the form above to the diagram in this manner:

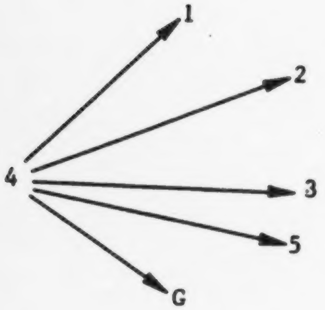
1. For each participant, draw a line from his or her number to the number of each person spoken to.
2. On the line write the number of times he or she spoke to that person.

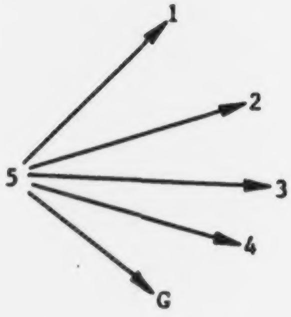
Unit 13
Handout 3











OBSERVER INSTRUCTIONS AND
TALLY SHEET

Unit 13
Handout 3

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Speaking Participant Number	1	2	3	4	5
	2	1	1	1	1
	3	3	2	2	2
	4	4	4	3	3
	5	5	5	5	4
	G	G	G	G	G

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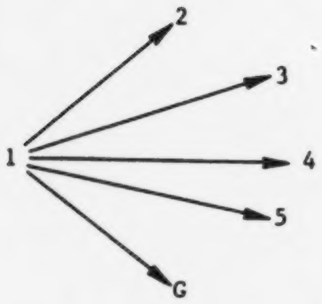
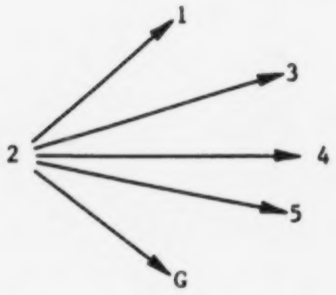
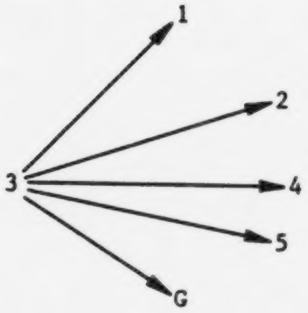
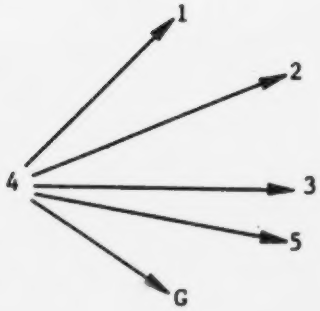
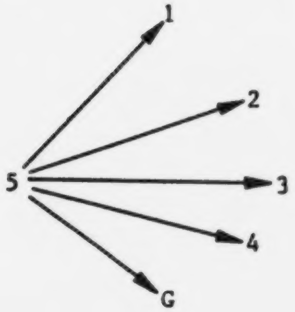
Unit 13
Handout 3











Task I

Five members of the sextet will have 10 minutes to complete the following task while the sixth member observes.

Given the data provided below, how many teachers of history, science, English and mathematics will have to be hired?

Relevant data for solving the problem:

Grades 7, 8 and 9 have 600 pupils

Each grade has 200 pupils

There are 6 periods in each day

Class size is no larger than 35

Three academic classes make up the teaching load

Required courses for each grade:

Grade 7: history, English, mathematics

Grade 8: science, English, mathematics

Grade 9: history, English, mathematics

PARTICIPANT QUESTIONNAIRE 1

Unit 13
Handout 5

In the discussion just ended:

1. List those group members you spoke to.

2. Put a check next to the one or two you spoke to most often.

PARTICIPANT QUESTIONNAIRE 1

Unit 13
Handout 5

In the discussion just ended:

1. List those group members you spoke to.

2. Put a check next to the one or two you spoke to most often.

RESOURCE INFORMATION

Unit 13
Handout 6

Task II

Determine how many buses of each size can be purchased. You can share this data ORALLY only. Do not pass this sheet around to other members of your group.

Relevant data for solving the problem:

The school has up to $90,000 to buy buses
Twenty-passenger buses cost $9,000
Forty-passenger buses cost $12,000

Forty pupils must be picked up from each of eight areas

Four areas are close enough for a bus to make two trips each morning

Four areas are too far away for two trips

As many twenty-passenger buses as possible should be ordered to provide greater flexibility for extracurricular uses

PARTICIPANT QUESTIONNAIRE 2

Unit 13
Handout 7

1. What differences did you note in your own behavior in the first and second tasks?
2. What differences did you note in the group on the two tasks?

PARTICIPANT QUESTIONNAIRE 3

Unit 13
Handout 8

Relating your experience in this workshop to your formal and informal relationships at work, describe your typical communication patterns with each of the following.

Subordinates (Pupils)

Peers (Fellow Teachers)

Superiors (Principals)

The "economy of energy" concept says that to the extent that groups have worked out their maintenance problems they will have greater energy available for productive work. The group that has not built good interpersonal relationships has to devote time to problems of miscommunication, poor listening, lack of support, etc. There is also evidence that lack of trust and failure to communicate honestly--to "level" with another--may result in one-way communication (from leader to participants). Participant data may have no way of getting out on the table.

Sullivan and others have documented the effects of extreme anxiety in paralyzing or impeding effective action. Productivity calling for full use of resources will increase as a climate of acceptance and security is built. At the same time a group that builds security at the price of denying conflict may prevent the tension that produces creativity. Lippitt and others have noted that American teachers are innovative but poor disseminators. He attributes this in part to the fact that teachers do not generally observe one another's teaching or give and ask for help. The slowness with which innovations spread from school building to building reflects the lack of linking relationships that might provide channels for dissemination.

ANSWER SHEET FOR UNIT 13

Unit 13: Roles and Patterns of Interpersonal Communication

1. The kind of roles people have as members of organizations tend to influence who talks to whom about what. One result of effective interpersonal communications is the fact that people are more likely to:

_____Follow formal channels in communicating important information

__X__Share important information across roles

_____Talk with more people about more things

UNIT 14: NORMS AND COMMUNICATION
Leader Information

Purpose: To develop an awareness of how norms affect communication between individuals.

Unit Time: 87 Minutes

Equipment:
- Pencils
- Newsprint Paper
- Felt-Tip Pens for Each Sextet

Materials: Newsprint Schedule (N21)

Handouts:
1. What Is A Norm?
2. Reaction Sheet
3. Norms Within The Classroom
4. Answer Sheet For Unit 14

This unit designed by Charles Jung

UNIT 14: NORMS AND COMMUNICATION
Leader Information

	Objective	Rationale	Material
1.			
2.	To provide theoretical input and create a situation in which the theory can be related to what is happening in the group.	Norms as group phenomena will be more evident in the sextets than in the trios. It is also assumed that transfer value to home situations will be more relevant from these larger groupings.	Handout 1
3.	To be able to identify norm within the group.	To experience the development of norms.	
4.	To give information about norms of group openness.	To involve the participants in evaluating their reactions and those of others in the group.	Handout 2
5.	To develop a group average for each type of response.	To help provide visual data on the group's average and allow each individual to compare responses.	
6.	Relate norm experiences to the classroom situation.	Apply norm experience to the school setting and help participants to develop some learning goals to check out in the classroom.	Handout 3
7.	To master the basic cognitive learning for the unit as represented by the correct answers.	To reinforce accurate answers about major points of cognitive learning in the unit.	Handout 4

UNIT 14: NORMS AND COMMUNICATION
Leader Information

Instructions	Time
1. Present a brief schedule of steps on newsprint (N21). Ask participants to form sextets.	2 Minutes
2. Ask individuals to read and think about Handout 1, What Is A Norm? When sextet members have read the handout, ask them to start a 30-minute discussion based on questions which begin on bottom of page 320.	4 Minutes
3. Sextets discuss questions from Handout 1.	30 Minutes
4. Refer to Handout 2, Reaction Sheet. Ask individuals to fill out their responses to the four questions.	5 Minutes
5. Have one person in each sextet copy the four scales from Handout 2 on a newsprint sheet and tabulate the individual responses from Handout 2. (Use either names, different color ink or symbols for identification of each member.) Determine the average response for each question.	10 Minutes
6. Ask individuals to read and consider the questions on Handout 3. Sextets discuss questions on Handout 3: Discuss the data you have just tabulated in your sextet. What norms are operating in your sextet about sharing? How were these norms developed? What do you think are the major norms operating in your classroom? In your faculty group? Share and discuss. Which of the norms you have just identified would be the most important to check out?	35 Minutes
7. Refer to correct answer on Handout 4.	1 Minute

UNIT 14: NORMS AND COMMUNICATION

1. Receive overview of unit
2. Individuals: read H1, What Is A Norm?
3. Sextets: discuss questions found in H1
4. Individuals: complete H2, Reaction Sheet
5. Sextets: tabulate responses from H2
6. Individuals and sextets: read H3 and discuss questions
7. Review Answer Sheet, H4

A norm is a pattern of behavior that develops in groups. A norm exists when most people in a group arrive at doing a particular thing in a particular way, because they have come to expect each other to behave that way. Here are some examples. When formally introduced, most men in the United States are expected to include a handshake in their greeting while women may or may not. In some family groups, most members of the family usually get their own breakfast on Sunday morning. In some faculty groups, most members usually address each other by their last names when in the faculty lounge. In other faculty groups, first names are the norm when in the faculty lounge.

Sometimes a norm is referred to as a custom or style. It may relate to specific rules that have been set forth. It may be simply thought of as the "in" thing to do. It may be a thing that most people in a particular group do without ever having thought clearly about it. A norm can develop so that everybody does a thing the same way. "All the women in this group wear dark hats on Sunday." Or the norm can be, "All the women in this group do whatever they please about wearing hats on Sunday." Or, "Most of the women wear dark hats on Sunday, but a few can be expected not to wear hats at all." Thus, a norm doesn't necessarily mean that everyone does a thing exactly in the same way. The idea is not one of conformity. Indeed, a norm can develop to support variety. A norm may say, "It's good to have differences."

Norms are not built from scratch. Norms develop from the values, expectations and learned behaviors that the individuals in a group bring with them. A norm in a particular group is usually arrived at implicitly. That is, people arrive at their way of doing the thing in question without giving much thought or discussion to it. Most people don't sit on the floor when they find themselves in a room that appears to be arranged formally. Most people don't remain standing when they are at the beach. But, most people don't ask others about such things. They simply do, or don't do, them in certain ways because this is what they have come to expect. They are following norms.

Norms exert a powerful influence on what most of us communicate under certain circumstances to whom, when and in what ways. Such influences are seldom looked at. It's even more rare that we attempt to change norms to better suit our needs and desires. Normally we simply live with them. Yet norms have far reaching impacts. To illustrate, what norms have developed in your small group which is meeting at the moment about who sits where? If you have fallen into a clear pattern of certain people sitting next to certain others, how has this affected who talks to whom about what? If the pattern has been one of shifting seating arrangements, what effect has this had on informal exchanges--on who asks whom for clarification, help or ideas?

Discussion Questions

What norms have developed in your sextet about seating? How have these norms affected communication?

Identify other major norms that have developed in your sextet. Are they similar to or different from norms developed in your trios? What has influenced similarities or differences?

When you have been asked to discuss things as a sextet, how does the discussion usually start out?

How is boredom or frustration generally expressed, if at all?

If the norm is that boredom or frustration is almost never expressed in the group, why is this so?

Most groups develop norms about things they "do" and "don't" talk about. What topics are "do's" and "don'ts" in your group?

Some groups tend to have an intensive climate where people are frequently on the "edge of their chairs." Others are low key. Still others have a pattern of sharp ups and downs of intensity. What is the norm in your group and why?

What happens when individuals violate the norms that have been established? How do you and others feel? Are there any sanctions or punishments applied? Does anyone attempt to cover up or save face?

REACTION SHEET

Unit 14
Handout 2

During the discussion which your group just held, there were probably many times that you felt positive or negative reactions to ideas or things that were happening. You might have shared some of your reactions. You might, for example, have said things like, "I agree," "Good," or "I see it differently." On other occasions you might have reacted by smiling, nodding, shuffling your feet or yawning. You probably had many reactions that you did not share at all. It would not necessarily be helpful, or even possible, for each person to share every single reaction during a group discussion. Some of us undoubtedly share more often than others.

1. How often have you shared your reactions?

1	2	3	4	5	6	7	8	9
Not at All		A Few Times		Half the Time		Often		Every Time

2. How often did others generally share their reactions in the group?

1	2	3	4	5	6	7	8	9
Not at All		A Few Times		Half the Time		Often		Every Time

3. You may wish you had shared your reactions more or less frequently. How often would you have liked to share your reactions?

1	2	3	4	5	6	7	8	9
Not at All		A Few Times		Half the Time		Often		Every Time

4. How often do you think others want any reactions shared in the group?

1	2	3	4	5	6	7	8	9
Not at All		A Few Times		Half the Time		Often		Every Time

A research study found that in the average elementary school classroom most children are less active in collaborating with the teacher to learn than they privately would like to be. Most children think, wrongly, that the others don't want to be more active in collaborating with the teacher. Most children actually collaborate with the teacher at the lowest level which they believe most of the other children desire!

Discussion Questions

Discuss the data you have just tabulated in your sextet. What norms are operating in your sextet about sharing? How were these norms developed?

What do you think are the major norms operating in your classroom? In your faculty group? Share and discuss.

Which of the norms you have just identified would be the most important to check out?

ANSWER SHEET FOR UNIT 14

Unit 14: Norms and Communication

1. A norm exists in a group when:

__X__ Most people expect others to do a certain thing in a certain way

_____ Everyone has agreed on how to do a certain thing

_____ You can see everyone doing something the same way

UNIT 15: ONE- AND TWO-WAY COMMUNICATION
Leader Information

Purpose:	To demonstrate and discuss the advantages and disadvantages of one- and two-way communication.
Unit Time:	91 Minutes
Equipment:	Pencils Newsprint Paper Felt-Tip Pens for Each Trio
Materials:	Newsprint Schedule (N22) Newsprint Instructions for Step 3 (N23)

Handouts:

1. What is Communication?
2. One-Way Communication Diagram (BLUE)
3. One-Way Observation Chart of Communicator (BLUE)
4. One-Way Observation Chart of Receivers (BLUE)
5. One-Way Communication Drawing
6. One-Way Communication: Accuracy Guess and Frustration Scales
7. Two-Way Communication Diagram (BLUE)
8. Two-Way Observation Chart of Communicator (BLUE)
9. Two-Way Observation Chart of Receivers (BLUE)
10. Two-Way Communication Drawing
11. Two-Way Communication: Accuracy Guess and Frustration Scales
12. One-Way Communication (Figure 1)
13. Two-Way Communication (Figure 2)
14. Group Leader's Record (Figure 3)
15. Answer Sheet for Unit 15

This unit designed by Jack Nelson and Don Carter

UNIT 15: ONE- AND TWO-WAY COMMUNICATION
Leader Information

	Objective	Rationale	Material
1.	To provide information on what is meant by one- and two-way communication.	To give the rationale on which the unit is based and prepare them for the task.	Handout 1
2.	To structure a task that will force the participants into one-way communication.	To have participants experience the effects of a one-way communication task, personally and quantitatively.	Handouts 2-5
3.	To complete one-way communication task, accuracy guess and frustration scale.	After completing the task the participants are asked to look at their experience for later comparison with group data.	Handout 6

UNIT 15: ONE- AND TWO-WAY COMMUNICATION
Leader Information

Instructions	Time
1. Present brief schedule on newsprint. (N22) Indicate the participants have 3 minutes to read Handout 1.	5 Minutes
2. Form the participants into groups with minimum number of 12, maximum 18.	5 Minutes

Number off in the groups.

Assignment:
Person No. 1: Communicator
(should receive BLUE Handout 2)
Person No. 4: Observer of Communicator
(should receive BLUE Handout 3)
Person No. 6: Observer of Receivers
(should receive BLUE Handout 4)

Ask the remaining members to form a semicircle. They will be the receivers. Ask them to use Handout 5.

Ask the communicator to give instructions to the group with his or her back to them. They are to draw a diagram from the communicator's verbal instructions. The group is not allowed to question the communicator or to talk among themselves during this exercise.

3. NOTE: Begin timing (minutes and seconds) when the communicator begins giving instructions.	45 Minutes (Steps 3, 4, 5, 6, 7 and 8)

Upon completion of this one-way communication, record and compute the time required on newsprint. (N23)

	Min.	Sec.
End		
Start −		
Total Time Required		

Have the receivers complete the one-way communication scales on Handout 6. Pick up the scales as soon as they are completed.

UNIT 15: ONE- AND TWO-WAY COMMUNICATION
Leader Information

	Objective	Rationale	Material
4.	To complete one-way communication task, accuracy guess and frustration scale.	After completing the task the participants are asked to look at their experience for later comparison with group data.	Handouts 7-9 Handout 10
5.			Handouts 11-12
6.			

Instructions | Time

4. Distribute Handout 7 to the communicator; Handout 8 to the observer of the communicator; and Handout 9 to the observer of the receivers.

   The communicator will give instructions to the group during this exercise while facing them. They are to draw the diagram from the communicator's verbal instructions; however, they may ask him or her questions at any time. Gestures, drawing figures in the air, etc. are not to be allowed.

   Ask participants to use Handout 10 for drawing.

   NOTE: Begin timing (minutes and seconds) when the communicator begins giving instructions.

   While this two-way communication activity is taking place, record the information gathered from the receivers on Handout 6. Figure 1 on Handout 12 has been provided for this purpose. Figure 3 should be placed on newsprint.

5. Upon completion of the two-way communication, record and compute the time required on another copy of N23. Have the receivers complete the scales on Handout 11. Collect them when they have finished.

6. The communicator should now distribute the one-way communication diagram that was described. (Copies of BLUE Handout 2.) Ask each receiver to check his or her drawing for accuracy. A part of the figure is correct if it has all four sides and touches the adjacent figure at the appropriate place.

Objective	Rationale	Material
7.		Handout 13
8. To compile group data for personal comparison.	Only in this way can the participants make a measurement of the effectiveness of the two ways of communicating.	Handout 14

Instructions Time

Ask the receivers for a show of hands to gather the following information about the one-way communication:

How many had six correct:
five correct:
four correct:
three correct:
two correct:
one correct:
none:

Record this information on Handout 12 (Figure 1) in the Accuracy Actual column.

7. The communicator will now distribute the two-way communication diagram that was described. (Copies of BLUE Handout 7.) Each receiver is to check his or her drawing for accuracy.

Ask the receivers for a show of hands to gather the following information about the two-way communication:

How many had six correct:
five correct:
four correct:
three correct:
two correct:
one correct:
none:

Record this information under Accuracy Actual of Figure 2 on Handout 13.

8. Record the information gathered from the receivers on Handout 11 in the Accuracy Guess and Frustration Scale columns of Figure 2, Handout 13.

Find the point on each scale that best represents responses of the group (mean or median). Record them in Figure 3 of Handout 14.

	Objective	Rationale	Material
9.	To note behavioral differences in the two processes.	To encourage personal involvement in the differences.	
10.	To be able to discuss the differences; the learning part of the do-look-learn model	To summarize the personal differences.	

Instructions	Time
9. Direct participants to note:	10 Minutes

1. Difference, if any, in the time required
2. Difference in accuracy
3. Frustration levels

Call for the observers to make their reports on attitudes, feelings and behaviors of the receivers and the communicators.

10. Ask groups to discuss the exercise. Allow free flow of discussion on questions such as:	20 Minutes

How did you feel during the exercises?

Did you think one-way or two-way the most effective?

What implications does this have for your school faculty?

For your classroom?

What recent experiences have you had with one- and two-way communication?

	Objective	Rationale	Material
11.	To compare the two methods using data generated in the group.	The personal part in this exercise helps make the participant more aware of its effect.	
12.	To master the basic cognitive learning for the unit as represented by the correct answers.	To reinforce accurate answers about major points of cognitive learning in the unit.	Handout 15

Instructions	Time
11. Summarize for the Participants: The one- and two-way communication task usually points out several differences. One-way communication is usually faster and less accurate. The communicator's confidence is usually higher while that of the receiver's is lower. Two-way communication is usually slower and more accurate. The communicator's confidence is usually lower. However, the receiver's confidence is usually higher. How does this summary of differences between types of communication compete with your experience today?	5 Minutes
12. Refer to Handout 15 for correct answers on Unit 15.	1 Minute

UNIT 15: ONE- AND TWO-WAY COMMUNICATION

1. Receive overview of unit

2. Individuals: read H1, What is Communication?

3. Groups (12-18): complete one- and two-way exercises

   a. Number off; receive role assignments (same for both tasks)

   b. One-way communication

      1. Receive handouts with tasks (H2, H3, H4) H5
      2. Timing
      3. Complete task
      4. Receivers complete scales on H6

   c. Two-way communication

      1. Receive handouts
      2. Timing
      3. Complete task
      4. Receivers complete scales on H7

4. Receivers check accuracy of both drawings

5. Complete tallies on H12, H13 and H14

6. Groups: receive observers' reports; discuss results

   a. Differences in: time required, accuracy and frustration levels
   b. How did you feel during the exercise?
   c. Which way is fastest? Most accurate?
   d. When is the sender's confidence highest? The receivers?
   e. What implications do the results have for your working situations? Personal?
   f. What recent experience have you had with one- and two-way communication?

7. Summary

8. Review Answer Sheet, H15

NEWSPRINT INSTRUCTIONS FOR STEP 3

Unit 15
N23

	MIN.	SEC.
END		
START	—	
TOTAL TIME REQUIRED		

WHAT IS COMMUNICATION?

What is communication? Webster indicates it is an act or instance of transmitting. It may also be information communicated, as in verbal or written messages. Or it may be interpreted to be a process by which meanings are exchanged between individuals through a common system of symbols.

Whatever definition is chosen, it is evident that communication involves transmission from one individual to another or to a group. Therefore, any cooperative effort or group enterprise is dependent upon its communication efficiency.

Communication efficiency, in turn, depends on content (are the necessary elements of information included) and on process (the way the communication takes place).

One important aspect of the way communication takes place is direction, that is, one way or two way. In a one-way process, A communicates with B. Directives, memos, newspapers and television commercials flood us daily with this form of communication. In a two-way process, A communicates with B and B, in turn, also has the opportunity to communicate with A. In previous units we have dealt with various ways of checking meanings and understandings in this common pattern.

When additional people are involved, a network may develop in directional communication. A typical example often cited is the common family situation of child (A) asking mother (B) for a special favor which must be clarified in turn with father (C) before the decision is to be made. A to B to C then C to B to A.

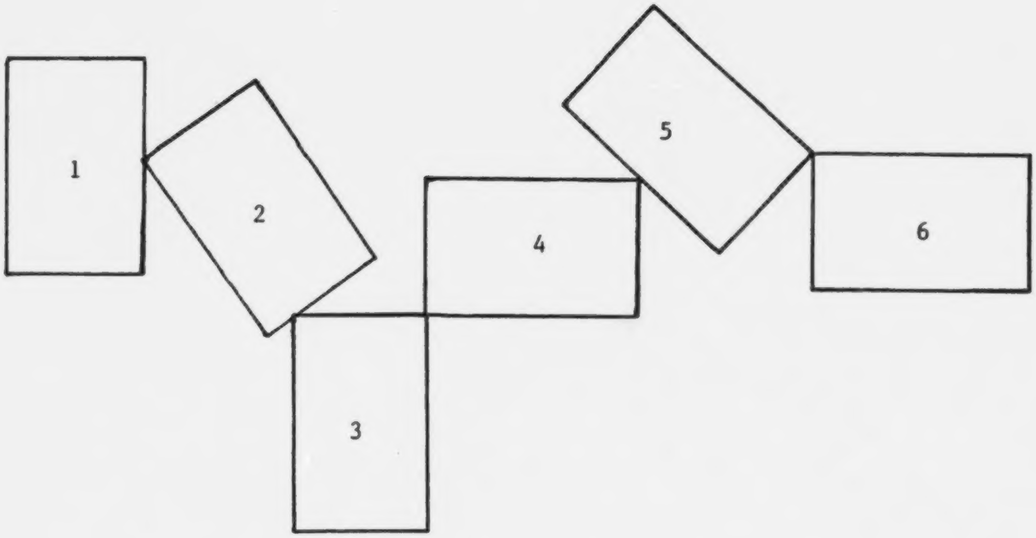
The problems of communication are increased by the "static" or "noise" which enters in the transmission. A variety of interpretations may well result from interruptions, straying from the topic, or straying minds within the receiver group. Often repetition is the only way for clarification to be obtained. The message then can be completed even if the extraneous factors are present.

A group exercise will be conducted to study communication as it is affected by both one- and two-way direction. The outcomes will be analyzed in three ways: time required, accuracy and attitudes.

ONE-WAY COMMUNICATION DIAGRAM

Directions to Communicator, Person No. 1

When the group is ready to start, sit in front with your back facing them and begin to describe the diagram. Do not show the diagram to the group. You may not use any hand gestures to describe the diagram.



ONE-WAY OBSERVATION CHART OF COMMUNICATOR

Unit 15
Handout 3

Directions to Observer of Communicator, Person No. 4

Person	Behavior (Facial Expression, Noises, Gestures, Posture, Tone of Voice, etc.)	Feeling Expressed by Behavior (observer's guess)

ONE-WAY OBSERVATION CHART OF RECEIVERS

Unit 15
Handout 4

Directions to Observer of Receivers, Person No. 6

Person	Behavior (Facial Expression, Noises, Gestures, Posture, Tone of Voice, etc.)	Feeling Expressed by Behavior (observer's guess)

ONE-WAY COMMUNICATION DRAWING

Unit 15
Handout 5

ONE-WAY COMMUNICATION:
Accuracy Guess and Frustration Scales

Accuracy Guess: How many did I get right? (Circle one number)

0.
1.
2.
3.
4.
5.
6.

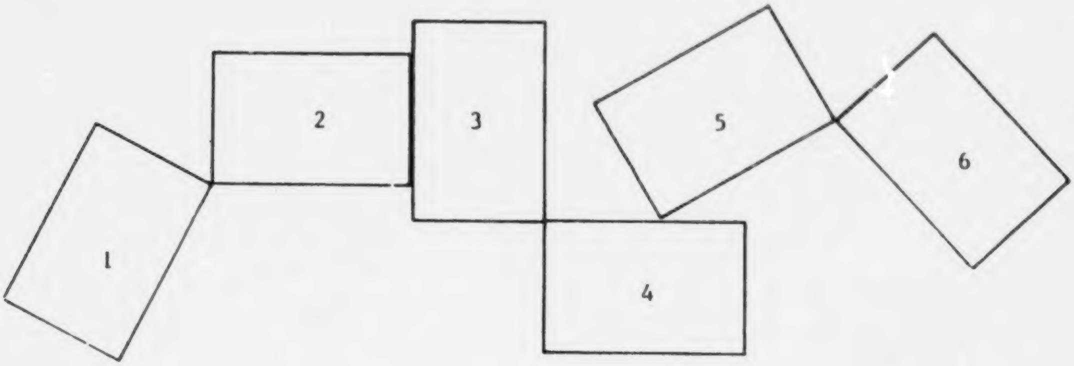
Frustration Scale: How frustrated did I feel during the exercise? (Circle one number)

0	1	2	3	4	5
Not at All		So-So			High

TWO-WAY COMMUNICATION DIAGRAM

Directions to Communicator, Person No. 1

When the group is ready to start, stand in front, facing them and begin to describe the diagram. Do not show the diagram to the group. You may not use any hand gestures to describe the diagram. In this exercise, the group may ask as many questions of the communicator as they wish. But, they also may not use any hand gestures to describe the diagram.



TWO-WAY OBSERVATION CHART OF COMMUNICATOR

Unit 15
Handout 8

Directions to Observer of Communicator, Person No. 4

Person	Behavior (Facial Expression, Noises, Gestures, Posture, Tone of Voice, etc.)	Feeling Expresssed by Behavior (observer's guess)

TWO-WAY OBSERVATION CHART OF RECEIVERS

Unit 15
Handout 9

Directions to Observer of Receivers, Person No. 6

Person	Behavior (Facial Expression, Noises, Gestures, Posture, Tone of Voice, etc.)	Feeling Expressed by Behavior (observer's guess)

TWO-WAY COMMUNICATION DRAWING

Unit 15
Handout 10

TWO-WAY COMMUNICATION:
Accuracy Guess and Frustrations Scales

Unit 15
Handout 11

Accuracy Guess: How many did I get right? (Circle one number)
0.
1.
2.
3.
4.
5.
6.

Frustration Scale: How frustrated did I feel during this exercise?
(Circle one number)

0	1	2	3	4	5
Not at All			So-So		High

Figure 1

Directions: On this chart you are to tabulate the responses of the group. Next to each number, record the total of those people who indicated their reaction at that number on Handout 6. After completing the chart, determine the median for each column (Accuracy Guess, Accuracy Actual, Frustration Scale) and record it on Figure 3, Handout 14.

Number	Accuracy Guess	Accuracy Actual	Frustration Scale
0			
1			
2			
3			
4			
5			
6			
Median =			

Figure 2

Directions: On this chart you are to tabulate the responses of the group. Next to each number, record the total of those people who indicated their reaction at that number on Handout 11. After completing the chart, determine the median for each column (Accuracy Guess, Accuracy Actual, Frustration Scale) and record it on Figure 3, Handout 14.

Number	Accuracy Guess	Accuracy Actual	Frustration Scale
0			
1			
2			
3			
4			
5			
6			
Median =			

GROUP LEADER'S RECORD

Unit 15
Handout 14

Figure 3

Record results from Figures 1 and 2. Include the time that each section took.

	One-Way	Two-Way
Time Elapsed		
Guess Median (Receivers)		
Actual Median (Receivers)		
Frustration Median (Receivers)		

Unit 15: One- and Two-Way Communication

1. Two-way communication means Person A __c__ and Person B __a__.

   a. Communicates with Person A

   b. Gets feedback from Person B

   c. Communicates with Person B

   d. Gives feedback to Person B

   e. Gets feedback from Person A

2. Two advantages of two-way communication are that receivers have the opportunity to:

   _____Be senders

   _____Share their expectations

   __X__Clarify information

   _____Give information

   __X__Tell the sender what they are already clear about

UNIT 16: COMMUNICATION PATTERNS IN THE SCHOOL BUILDING

Leader Information

Purposes: To increase awareness of formal and informal communication patterns within school buildings.

To develop skill in diagnosing facilitating or inhibiting communication.

Unit Time: 95 Minutes

Equipment:
Projector
Newsprint Paper
Felt-Tip Pens for each Trio

Materials:
Unit 16 Film
Newsprint Schedule (N24)
Newsprint Instructions for Step 5 (N25)

Handouts:
1. Formal and Informal Communication Patterns
2. Diagrams of Communication Patterns
3. Process Observation Sheet
4. Answer Sheet for Unit 16

This unit designed by Jack Nelson and Don Carter
Revised by René Pino

UNIT 16: COMMUNICATION PATTERNS IN THE SCHOOL BUILDING
Leader Information

	Objective	Rationale	Material
1.	To focus on objectives.	To provide information.	Handout 1
2.	To show patterns of communication within a school.	To stimulate and involve participants.	Unit 16 Film: Staff meeting and informal conversation
3.			
4.	To provide various patterns of communication for personal comparison.	To help make home and personal application.	Handout 2
5.	To develop diagnostic skill and awareness of things people do that facilitate or inhibit communication.	To use past and present experience within the group as a basis for learning patterns of communication within the trios.	Newsprint and felt-tip pens for each trio
6.	To develop group diagnostic skills in comparing work.	To broaden the range of differences and similarities by sharing with another trio. To increase the potential learning.	

UNIT 16: COMMUNICATION PATTERNS IN THE SCHOOL BUILDING
Leader Information

Instructions — Time

1. Present brief schedule of steps on newsprint. (N24) — 5 Minutes

   Ask individuals to read Handout 1. Refer to film introduction on page 382 and emphasize that the film illustrates the results of already established formal and informal communication patterns.

2. Show film. — 9 Minutes

3. Based on behavior in the films, ask trios to share what they imagine are the formal and informal communication patterns operating in this school. — 10 Minutes

4. Mention Handout 2, Diagrams of Communication Patterns. Ask individuals to complete the four diagrams and answer the questions. They should change the diagrams or situations to fit their particular work setting. — 15 Minutes

5. Ask each trio to list on newsprint (N25): — 15 Minutes

   a. Behaviors that FACILITATE communication
   b. Behaviors that INHIBIT communication

   NOTE: Tell participants to use general brainstorming techniques to develop the lists. For example, do not evaluate the ideas, just list them. Any idea, regardless of how wild or impractical, should be encouraged; build on the ideas of others.

   Ask each trio to select the most important facilitating and inhibiting items.

6. Form sextets. Present sextet task (N25): — 25 Minutes

   a. Compare lists for similarities and differences.
   b. Discuss implications of the following questions for home situations:
      Which of these items are most important in formal versus informal groupings?
      Have you seen some as you have worked together in these sessions?
      Can you share helpful ideas about them to each other?
   c. If time permits, share and discuss each sextet member's Diagram No. 4, page 386.

UNIT 16: COMMUNICATION PATTERNS IN THE SCHOOL BUILDING
Leader Information

Objective	Rationale	Material
7. To develop group observation skill and to provide useful data on others' perceptions about one's own behavior.	To compare observation process sheets prepared by work partners and those in an observation role.	Handout 3 (five copies)
8. To master the basic cognitive learning for the unit as represented by the correct answers.	To reinforce accurate answers about major points of cognitive learning in the unit.	Handout 4

Instructions	Time
7. Refer to five copies of Handout 3, Process Observation Sheet. Each sextet should decide if it wishes to use names or numbers for reporting observations. Complete one sheet for each member, based on task just completed. Write behaviors that determined your response. Exchange sheets and make individual tallies. Ask for clarification of any item you do not understand, but do not debate points.	15 Minutes
8. Mention the correct answers for Unit 16 are available on Handout 4.	1 Minute

UNIT 16: COMMUNICATION PATTERNS IN THE SCHOOL BUILDING

1. Receive overview of unit
2. Individuals: read theory paper H1, Formal and Informal Communication Patterns
3. View film
4. Trios: discuss film
5. Individuals: complete H2, Diagrams of Communication Patterns; change as needed
6. Trios: develop lists of behaviors that facilitate and inhibit communication; brainstorm
7. Sextets: share and discuss lists, implications and H2's Diagram No. 4
8. Individuals: complete H3, Process Observation Sheet, for each sextet member
9. Sextets: exchange H3; make individual tallies; discuss
10. Review Answer Sheet, H4

NEWSPRINT INSTRUCTIONS FOR STEP 5

Unit 16
N25

Behaviors That

FACILITATE Communication	INHIBIT Communication

NEWSPRINT INSTRUCTIONS FOR STEP 6

Sextet Task:

a. Compare lists for similarities and differences.

b. Discuss implications of the following questions for home situation:

   Which of these items are most important in formal versus informal groupings?
   Have you seen some as you have worked together in these sessions?
   Can you share helpful ideas about them to each other?

c. If time permits, share and discuss each sextet member's Diagram No. 4, page 386.

FORMAL AND INFORMAL COMMUNICATION PATTERNS

Unit 16
Handout 1

Communication patterns are affected by many things--by past history and tradition, by attitudes toward participation, by norms about what is proper to talk about when, by interpersonal relations and who talks with whom, by how much trust and openness there is, by how skillful people are. Patterns are also shaped by the physical environment--do meeting rooms encourage one- or two-way communication, e.g., are the chairs movable or fixed? Do lounges or dining rooms stimulate sociability? Do living and transportation conditions encourage after-school relating? What forces outside the building have an impact on communications within the building?

This session is designed to increase awareness of the fact that in school buildings there are both formal and informal communications, each with its own setting and its own network which may overlap but be different. The session is also designed to increase awareness that the way individuals behave will facilitate or hinder communications within a building. It will provide practice in diagnosing communication patterns in terms of what behaviors are facilitating and/or hindering.

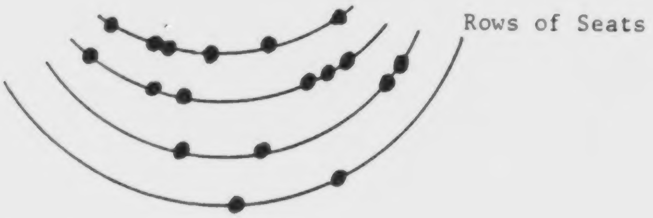
Illustrations of facilitating behavior might include careful listening, participating freely, providing information, defining unclear terms, asking questions, giving own opinion, suggesting alternatives or relieving tension. Inhibiting behaviors might include talking too much, not listening to others, withdrawing whenever there is a problem or ridiculing and refusing to consider alternatives.

Formalized communication in school buildings is a common phenomenon to all involved. For our exercise we need to examine its purpose,

DIAGRAMS OF COMMUNICATION PATTERNS

Diagram No. 1

Each circle in the diagram below represents a person and that person's position in a formal or scheduled faculty meeting. Try to associate the diagram with a recent formal staff situation at your school. After looking at the diagram, answer the questions below the diagram. Add circles if your situation has more.

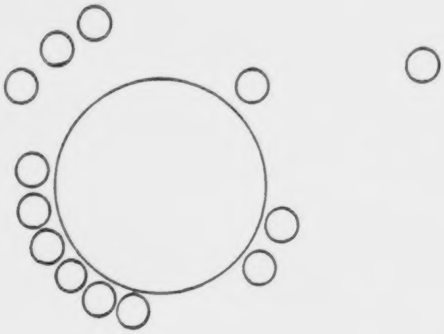


Questions

1. Where do you see yourself? (Place your name by circle.)
2. Can you identify other people? (Locate their names.)
3. Place a check by those who FACILITATE communicating. Think about what they do.
4. Place an X by those who INHIBIT communication. Think about what they do.
5. Do the facilitators function in the same way in less formal situations?
6. Do the inhibitors function in the same way in less formal situations?
7. What behaviors seem to be the most facilitating?

Diagram No. 3

Each circle in the diagram below represents a person and that person's position in a recent departmental or grade-level planning session. Try to associate this diagram with a recent staff session at your school. After looking at the diagram answer the questions below it.



Questions

1. Where do you see yourself? (Place your name by the circle.)
2. Can you identify the others? (Place their names by circles.)
3. Place a check by those who FACILITATE communication. Think about what they do.
4. Place an X by those who INHIBIT communication. Think about what they do.
5. Do the facilitators function in the same way in formal and informal situations?
6. Do the inhibitors function in the same way in formal and informal situations?
7. What behavior seems to be most facilitating?

PROCESS OBSERVATION SHEET

Unit 16
Handout 3

Name of sextet member ______________________________

Your name or number ________________________________

Please complete the following scales and questions. Circle a number from 0 (low) to 6 (high). Write beneath the scale the behaviors you observed which determined your response.

When you are finished, exchange sheets. Make individual tallies. You may ask for clarification of points, but do not become involved in debates.

1. How much did he (she) participate?

0	1	2	3	4	5	6
None						A great deal

Behaviors:

2. How well did he (she) listen to other members?

0	1	2	3	4	5	6
Little or none						Very well

Behaviors:

3. How much influence (facilitating or inhibiting) did he (she) have?

0	1	2	3	4	5	6
Inhibiting			No Definite Direction		Facilitating	
Influenced to hinder performance of task					Influenced toward accomplishing task	

ANSWER SHEET FOR UNIT 16

Unit 16
Handout 4

Unit 16: Communication Patterns in the School Building

1. Three major factors that tend to influence communication patterns in schools are:

_____Technical equipment

__X__Trust

_____Personalities

__X__Tradition

_____Difficulty of tasks

_____Feedback

__X__Physical environment

_____Paraphrasing

UNIT 17: COMMUNICATING UNDER PRESSURE
Leader Information

Purpose:	To give the participants an opportunity to examine their behavior and group communication skills under pressure of time.
Unit Time:	88 Minutes
Equipment:	Pencils Newsprint Paper Felt-Tip Pens
Materials:	Newsprint Schedule (N26)
Handouts:	1. Information Slip No. 1 (BLUE) 2. Information Slip No. 2 (BLUE) 3. Information Slip No. 3 (BLUE) 4. Information Slip No. 4 (BLUE) 5. Information Slip No. 5 (BLUE) 6. Information Slip No. 6 (BLUE) 7. Process Observation Sheet 8. Answer Sheet for Unit 17

This unit designed by Jack Nelson and Don Carter

UNIT 17: COMMUNICATING UNDER PRESSURE
Leader Information

	Objective	Rationale	Material
1.			Handouts 1-6
2.	To allow the group to define the problem and complete the task	To force the participants to work under pressure to complete a task.	Handouts 1-6
3.	To provide data to each participant about styles of communicating under pressure.	To practice gathering, evaluating and organizing information.	Handout 7
4.	To provide time to allow the groups to complete the task.	To allow them to complete the task rather than leave it unfinished, data has already been generated and dealt with.	

UNIT 17: COMMUNICATING UNDER PRESSURE
Leader Information

Instructions Time

1. Present schedule on newsprint. (N26) 5 Minutes

   Ask participants to move into sextets.

   Distribute packets of BLUE Information Slips 1-6 to each group. Ask that each sextet member take only one slip. Read the first paragraph for emphasis: "Although you may tell your group what is on the slip, YOU MAY NOT PASS IT AROUND for others to read."

   Give each sextet newsprint paper and pens to use in their discussions.

   NOTE: If any participants have completed this task previously, ask them to share the information on their sheets but no more!

2. Record the time and have groups start the task. 15 Minutes

   Put pressure on the group throughout the 15 minutes by repeatedly requesting them to hurry, announcing minute segments and the time remaining.

   At the end of 15 minutes, tell the participants to STOP. State that you were purposefully attempting to create pressure.

3. Refer to the five copies of the Process Observation Sheet, Handout 7. 10 Minutes

   Have each participant complete a sheet for every other member of the group according to instructions. If sextet successfully completed task within 15 minutes, start them on Step 5. If not yet completed, have them keep sheets and go to Step 4.

4. Sextets who have not completed the task should continue to work. Tell them they will have ample time to finish. 15 Minutes

   In approximately 15 minutes, stop the groups. Provide them with the answer to the problem. (See top of page 395.)

UNIT 17: COMMUNICATING UNDER PRESSURE
Leader Information

	Objective	Rationale	Material
5.	To provide feedback under different conditions.	To learn more about one's personal style of communicating.	
6.	To relate experience and what was learned to the home situation.	To provide a bridge from the workshop to the back home situation.	

Instructions **Time**

ANSWER:

DURING THE FIRST FOUR PERIODS, THE ACES WERE TAUGHT BY THE FOLLOWING SEQUENCE OF TEACHERS:

1. SYBIL
2. HARRY
3. DICK
4. TOM

5. Ask sextet members to exchange completed Handout 7, Process Observation Sheets. Make individual tallies. Compare with Handout 3 in Unit 16. 10 Minutes

Note that under pressure a person becomes more effective in some ways of communication and/or less effective in others.

6. Ask the sextets to discuss the task and its implications. 30 Minutes

Below are suggested discussion questions. (It would be helpful to post a newsprint copy of these questions for the entire workshop to use as a reference during the discussion.) The group should feel free to discuss any issues that it believes were important in determining the way it functioned.

1. How well did the group stick to its job?

2. How clearly did the group understand the problem?

3. How well did the group get and use information from its members?

4. How did each group member react to the group pressure which was created?

5. How do you react to group pressures at home?

6. Do you observe group pressures functioning in your classroom?

Objective	Rationale	Material
7.		Handout 8
8.		

Instructions	Time
7. Refer to Handout 8.	1 Minute
8. Make sure everyone has a complete set of BLUE Handouts 1-6.	2 Minutes

UNIT 17: COMMUNICATING UNDER PRESSURE

1. Receive overview of unit
2. Sextets: receive Information Slips; work on task
3. Individuals: complete H7, Process Observation Sheet, for each sextet member
4. Sextets: complete task and/or exchange H7
5. Sextets: discuss task and its implications
6. Review Answer Sheet, H8

INFORMATION SLIP No. 1

Unit 17
Handout 1

Although you may tell your group what is on the slip, YOU MAY NOT PASS IT AROUND for others to read.

Your group members have all the information needed to find the answer to the following question. Only one answer is correct. You can prove it.

IN WHAT SEQUENCE DID THE ACES HAVE THE VARIOUS TEACHERS DURING THE FIRST FOUR PERIODS?

Some of the information your group has is irrelevant and will not help solve the problem.

John Wallen

INFORMATION SLIP No. 2

Although you may tell your group what is on this slip, YOU MAY NOT PASS IT AROUND for others to read.

Information

The Freznel Elementary School Intermediate Unit had two teacher's aides, four teachers and four instructional groups of students.

Each instructional group had chosen its own name.

Ralph and Tom always worked together.

John Wallen

INFORMATION SLIP No. 3

Unit 17
Handout 3

Although you may tell your group what is on this slip, YOU MAY NOT PASS IT AROUND for others to read.

Information

All teachers taught at the same time and exchanged groups at the end of each period.

Each teacher liked a different group best. During the second period each teacher taught the group he or she liked best.

Each teacher taught every group during one of the first four periods of the day.

John Wallen

INFORMATION SLIP No. 4

Unit 17
Handout 4

Although you may tell your group what is on this slip, YOU MAY NOT PASS IT AROUND for others to read.

Information

Belinda and Ralph disagreed about how it would be best to handle the Bombers who always had trouble settling down to work.

Dick preferred to teach the Champs over all other groups.

Although the team leader had been at Freznel School for five years, this was a shorter period of time than for any other team member.

John Wallen

INFORMATION SLIP No. 5

Unit 17
Handout 5

Although you may tell your group what is on this slip, YOU MAY NOT PASS IT AROUND for others to read.

Information

The Dinosaurs had Tom for their teacher during third period.

Dick and Belinda did not get along well and did not work together.

During the first period the team leader taught the group that Harry liked best.

John Wallen

INFORMATION SLIP No. 6

Unit 17
Handout 6

Although you may tell your group what is on this slip, YOU MAY NOT PASS IT AROUND for others to read.

Information

The team leader taught the Dinosaurs during the second period.

Harry worked with the Bombers in the third period.

Sybil had been at Freznel School a shorter period of time than any of the other teachers in the Intermediate Unit.

John Wallen

PROCESS OBSERVATION SHEET

Unit 17
Handout 7

Name of sextet member ______________________________

Your name or number ________________________________

Please complete the following scales and questions. Circle a number from 0 (low) to 6 (high). Write beneath the scale the behaviors you observed which determined your response.

When you are finished, exchange sheets. Make individual tallies. You may ask for clarification of points, but do not become involved in debates.

1. How much did he (she) participate?

0	1	2	3	4	5	6
None						A great deal

Behaviors:

2. How well did he (she) listen to other members?

0	1	2	3	4	5	6
Little or none						Very well

Behaviors:

3. How much influence (negative or positive) did he (she) have?

0	1	2	3	4	5	6
Negative			No Definite Direction			Positive
Influenced to Hinder Performance of Task					Influenced Toward Accomplishing Task	

Unit 17: Communicating Under Pressure

1. How does pressure tend to influence your personal style and skills of communicating?

   (The correct answers to this question are the ones you have been discovering for yourself!)

UNIT 18: ASSESSMENT OF KNOWLEDGE
Leader Information

Purpose: To enable participants to assess their knowledge of interpersonal communication skills.

Unit Time: 89 Minutes

Equipment: Pencils

Materials: Newsprint Schedule (N27)

Handouts:

1. Overview
2. Assessment of Knowledge Concerning Interpersonal Communications (BLUE)
3. Answers to Assessment of Knowledge (BLUE)
4. Self-Assessment of Doing Skills (BLUE)
5. Answer Sheet for Unit 18

This unit designed by Charles Jung and René Pino

UNIT 18: ASSESSMENT OF KNOWLEDGE
Leader Information

	Objective	Rationale	Material
1.	To present overview.	To provide recall of the Units 1 to 17.	Handout 1
2.	To complete assessment instrument.	To force recall of concepts in each unit.	Handout 2
3.	To check answers with correct sample.		Handout 3
4.	To determine self-perception of use of communication skills.	To provide opportunity for reflection on each skill and the ways feedback was received.	Handout 4
5.	To share self-data and to compare it with data from trio.	To provide self-generated data on skill use and compare with data provided by trio members.	Handout 4
6.	To master the basic cognitive learning for the unit as represented by the correct answers.	To reinforce accurate answers about major points of cognitive learning in the unit.	Handout 5

UNIT 18: ASSESSMENT OF KNOWLEDGE
Leader Information

	Instructions	Time
1.	Present brief schedule of steps on newsprint. (N27) Refer to Overview, Handout 1. After individual reading, ask for clarification questions	3 Minutes
2.	Distribute Handout 2 and ask participants to work alone on assessment of knowledge.	20 Minutes
3.	Distribute Handout 3 and direct participants to check Handout 2 against answers given there. For emphasis, call particular attention to answer 18, page 428.	10 Minutes
4.	Distribute Handout 4. Read through page 441 with participants to be sure they understand the directions. Tell them they have 20 minutes to work alone.	20 Minutes
5.	Ask trios to discuss Handout 4. Discuss one skill at a time. One member should share responses to Items C, D and E, ask for description of behavior and share Item G; then have discussion. Second and third member follow same procedure for that item. Then go on to next item.	35 Minutes
6.	Refer to Handout 5 for correct answer on this unit.	1 Minute

UNIT 18: ASSESSMENT OF KNOWLEDGE

1. Receive overview of unit
2. Individuals: read H1, Overview
3. Individuals: complete H2, Assessment of Knowledge Concerning Interpersonal Communications
4. Individuals: use H3, Answers, to check H2
5. Individuals: complete H4, Self-Assessment of Doing Skills
6. Trios: use each other as resources to help in self-assessment for each skill:
   - a. Share Items C, D and E (H4)
   - b. Ask for behavior descriptions, Item F
   - c. Share your behavior description, Item G
   - d. Discuss any variations in perceptions
7. Review Answer Sheet, H5

Skills in the first six units involved those an individual can have and use. Units 7 through 12 focused on knowing more clearly about communication between people, and practicing the skills learned in Units 1 to 6. In Units 13 through 17 the focus was on additional knowledge about ways of checking on what one knows and does. Unit 18 is an assessment of knowledge about personal style, and of a participant's ability with knowing and doing skills. Units 19 and 20 will focus on continued improvement of these skills and on building support for continuous learning.

Here, in Unit 18, the opportunity is provided to make two kinds of learning assessments. First, an assessment is made of content knowledge. In addition, the chance is provided to assess how well you can do the skills presented and to test your own view of your skills against the perceptions of other members of your trio.

Two instruments follow for each participant to fill out individually. In one case, the answers will be compared with those on an answer sheet, in another, with those given by other trio members.

ASSESSMENT OF KNOWLEDGE CONCERNING INTERPERSONAL COMMUNICATIONS

Unit 18
Handout 2

The following items represent major elements to know from each of the twenty exercises on interpersonal communications.

UNIT I: Introduction

1. This series of exercises attempts to provide three kinds of opportunities. Check three of the statements below which best describe these three kinds of opportunities.

_____Developing a greater understanding of the correct technique for communicating interpersonally.

_____Becoming clear about what you already know about interpersonal communications

_____Create communication mechanisms to support your skills

_____Identify technological aids to communicating interpersonally

_____Diagnose and solve problems in interpersonal communications

_____Practicing interpersonal communication skills

_____Evaluate the various modes of interpersonal communications

_____Recognize more clearly your personal style of interpersonal communications

UNIT 2: Paraphrasing

2. The term "paraphrase" is used here to mean showing the other person: (check one)

_____That you care about his or her ideas.

_____What his idea or suggestion means to you

_____That you were listening carefully

_____That you can quote what he said

3. You do this so as to be sure: (check one)

_____That what you understood is what he intended

_____He knows that you heard him

_____That you now can share your idea

_____That he understands what you mean

UNIT 3: Behavior Description

4. The definition which follows has three parts missing. Complete it by writing in the letter of the correct answer from the list below. One letter signifying a group of missing words belongs in each of the three blank spaces.

Behavior description means ________of others without _____or ______.

a. Making accusations or generalizations about motives, attitudes or personality traits

b. Reporting your interpretation of the actions

c. Making clear your feelings about the actions

d. Reporting specific, observable actions

e. Giving operational interpretations of a set of interpersonal behaviors

f. Placing a value on them as right or wrong

g. Showing approval in a condescending manner

UNIT 4: Description of Feelings and Perception Check

5. Put a check beside each of the following which describe feelings.

_____"I feel pleased."

_____"She's a wonderful person."

_____"I'm worried about this."

_____"I feel that it's time to go."

_____"Shut up."

6. Put a check beside each of the following which is a "perception check."

_____"Why are you so angry with me?"

_____"Am I right that you feel disappointed nobody commented on your suggestion?"

_____"I get the impression that you agree. Do you?"

_____"I see that we are ready to end the meeting."

UNIT 5: Nonverbal Communication and Perception Check

7. We may sometimes be interpreting the other person's nonverbal cues incorrectly unless we use the skill of: (check one)

_____Paraphrasing

_____Perceiving

_____Feedback

_____Behavior description

_____Perception check

UNIT 6: The Concept of Feedback

8. Feedback, in interpersonal communications, is defined as occurring when one person: (check one)

_____Describes the behavior of another

_____Interprets the meaning of the other's behavior to him or her

_____Shares his or her reaction to the behavior of another

_____Paraphrases another's remark

_____Evaluates the other's behavior

9. Ten guidelines are suggested for giving feedback. Three of these guidelines are included in the following list.

_____Readiness of the other to receive

_____Describes giver's feelings about other

_____Seeking change in the other

_____About things that can be changed

_____Summarizes past behavior

_____Given at an appropriate time

_____Demands a response

_____Doesn't concern the giver

10. Three guidelines are suggested for receiving feedback. One of them is included in the following list.

_____Check the understanding of the giver

_____Share your reaction to the feedback

_____Tell the giver what you intend to do about what she or he has told you

UNIT 7: Expectations and Communications

11. The idea that expectations can be "self-fulfilling prophecies" means that if we expect an individual to behave in a certain way, it is more than likely: (check one)

_____The other will behave as we expect

_____We will see the other behaving as we expect

_____We will act in ways that make the other behave the way we expect

_____We will be disappointed

UNIT 8: The Interpersonal Gap

12. The three blank spaces in the following sentence should be filled in with three key terms used in attempting to make sense of interpersonal relations.

Person A has _____ which he or she "encodes" into his or her _____ and which are "decoded" by Person B as having a certain _____ on Person B.

a. Expectations
b. Actions
c. Results
d. Effect
e. Reflection
f. Communication
g. Intentions
h. Goals
i. Interpretation

UNIT 9: The Effects of Feelings

13. In general, the closer feelings are to the here and now, _____ to discuss them openly.

_____The easier it is

_____The more important it is

_____The more difficult it is

_____The more dangerous it is

_____The less fruitful it is

14. It is important to discuss feelings as they occur whenever appropriate to do so because, if we don't: (check one)

_____It will be harder to identify them later

_____They may be forgotten

_____They tend to come out later in inappropriate ways

_____They may never occur again

UNIT 10: Matching Behavior with Intentions

15. Problems arise in a relationship when a person's _____ is not congruent with her or his _____.

a. belief
b. feeling
c. intention
d. satisfaction
e. hidden agenda
f. task
g. trust
h. behavior

UNIT 11: Open Communication: Freeing and Binding Responses

16. Two kinds of responses to another's sharing that tend to have a freeing effect are:

_____Paraphrasing

_____Evaluating

_____Giving advice

_____Vigorous agreement

_____Seeking information

_____Approval on personal grounds

17. Two kinds of responses to another's sharing that tend to have a binding effect are:

_____Interpreting behavior

_____Reporting feelings

_____Behavior modification

_____Offering information

_____Vigorous agreement

_____Nonverbal agreement

UNIT 12: Communicating About Interpersonal Relationships

18. According to the circular process diagram, four major dimensions involved as one person relates to another include:

a. You ____________________ certain things about the way the other acts.

b. You have _______________about yourself in relation to the other.

c. You have a certain ______________toward the other.

d. You have a pattern ______________toward the other.

UNIT 13: Roles and Patterns of Interpersonal Communication

19. The kind of roles people have as members of organizations tend to influence who talks to whom about what. One result of effective interpersonal communications is the fact that people are more likely to: (check one)

_____Follow formal channels in communicating important information

_____Share important information across roles

_____Talk with more people about more things

UNIT 14: Norms and Communications

20. A norm exists in a group when: (check one)

_____Most people expect others to do a certain thing in a certain way

_____Everyone has agreed on how to do a certain thing

_____You can see everyone doing something the same way

UNIT 15: One- and Two-Way Communication

21. Two-way communication means Person A _____ and Person B _____.

    a. Communicates with Person A

    b. Gets feedback from Person B

    c. Communicates with Person B

    d. Gives feedback to Person B

    e. Gets feedback from Person A

22. Two advantages of two-way communication are that receivers have the opportunity to:

    _____Be senders

    _____Share their expectations

    _____Clarify information

    _____Give information

    _____Tell the sender what they are already clear about

UNIT 16: Communication Patterns in the School Building

23. Three major factors that tend to influence communication patterns in schools are:

    _____Technical equipment

    _____Trust

    _____Personalities

    _____Tradition

    _____Difficulty of tasks

    _____Feedback

    _____Physical environment

    _____Paraphrasing

UNIT 17: Communicating Under Pressure

24. How does pressure tend to influence your personal style and skills of communicating?

UNIT 18: Assessing My Knowledge and Skills

25. Can you answer correctly all of the items in this assessment of knowledge questionnaire?

_____Yes _____No

UNIT 19: Improving My Skills

26. The three main elements of the do-look-learn model of designing personal learning situations are:

_____Analyze readiness of the learner

_____Review list of communications skills

_____Identify and assess the skill to be improved

_____Discuss the skill with someone who is good at it

_____Create a situation to practice the skill

_____Be sure you can state correct definitions

_____Observe someone who is good using the skill

_____Know the correct answers on this questionnaire

_____Provide for feedback to learn if it was improved

UNIT 20: Developing Support for Continuous Learning

27. Four guidelines for writing an improvement goal are:

_____Focus on one kind of communication act

_____Define the nature of your concern

_____Give your basic rationale

_____State who is involved

_____Use illustrations

_____Describe why it is important to have this skill

_____Explain why you haven't already achieved this goal

_____State when the goal is to be reached

_____State what the criteria is for having reached the goal

_____Describe how you will practice the skill

_____Explain why this is a priority for you

_____Write out a questionnaire

ANSWERS TO ASSESSMENT OF KNOWLEDGE

Unit 18
Handout 3

The following items represent major elements to know from each of the twenty exercises on interpersonal communications.

UNIT 1: Introduction

1. This series of exercises attempts to provide three kinds of opportunities. Check three of the statements below which best describe these three kinds of opportunities.

_____Developing a greater understanding of the correct technique for communicating interpersonally

__X__Becoming clear about what you already know about interpersonal communications

_____Create communication mechanisms to support your skills

_____Identify technological aids to communicating interpersonally

_____Diagnose and solve problems in interpersonal communications

__X__Practicing interpersonal communication skills

_____Evaluate the various modes of interpersonal communications

__X__Recognize more clearly your personal style of interpersonal communications

UNIT 2: Paraphrasing

2. The term "paraphrase" is used here to mean showing the other person:

_____That you care about the other's ideas

__X__What the other's idea or suggestion means to you.

_____That you were listening carefully

_____That you can quote what the other said

3. You do this so as to be sure: (check one)

__X__That what you understood is what the other intended

_____He knows that you heard him

_____That you now can share your idea

_____That she understands what you mean

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4. The definition which follows has three parts missing. Complete it by writing in the letter of the correct answer from the list below. One letter signifying a group of missing words belongs in each of the three blank spaces.

Behavior description means __d__ of others without __f__ or __a__.

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- b. Reporting your interpretation of the actions
- c. Making clear your feelings about the actions
- d. Reporting specific, observable actions
- e. Giving operational interpretations of a set of interpersonal behaviors
- f. Placing a value on them as right or wrong
- g. Showing approval in a condescending manner

UNIT 4: Description of Feelings and Perception Check

5. Put a check beside each of the following which describe feelings.

__X__ "I feel pleased."

_____ "She's a wonderful person."

__X__ "I'm worried about this."

_____ "I feel that it's time to go."

_____ "Shut up."

6. Put a check beside each of the following which is a "perception check."

_____ "Why are you so angry with me?"

__X__ "Am I right that you feel disappointed nobody commented on your suggestion?"

__X__ "I get the impression that you agree. Do you?"

_____ "I see that we are ready to end the meeting."

Unit 18
Handout 3

UNIT 5: Nonverbal Communication and Perception Check

7. We may sometimes be interpreting the other person's nonverbal cues incorrectly unless we use the skill of: (check one)

_____Paraphrasing

_____Perceiving

_____Feedback

_____Behavior description

__X__Perception check

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8. Feedback, in interpersonal communications, is defined as occurring when one person: (check one)

_____Describes the behavior of another

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_____Seeking change in the other

__X__About things that can be changed

_____Summarizes past behavior

__X__Given at an appropriate time

_____Demands a response

_____Doesn't concern the giver

10. Three guidelines are suggested for receiving feedback. One of these is included in the following list.

_____Check the understanding of the giver

__X__Share your reaction to the feedback

_____Tell the giver what you intend to do about what she or he has told you

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11. The idea that expectations can be "self-fulfilling prophecies" means that if we expect an individual to behave in a certain way, it is more likely: (check one)

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__x__We will see the other behaving as we expect

_____We will act in ways that make the other behave the way we expect

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12. The three blank spaces in the following sentence should be filled in with three key terms used in attempting to make sense of interpersonal relations.

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b. Actions
c. Results
d. Effect
e. Reflection
f. Communication
g. Intentions
h. Goals
i. Interpretation

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13. In general, the closer feelings are to the here and now, _______ to discuss them openly.

_____The easier it is

_____The more important it is

__X__The more difficult it is

_____The more dangerous it is

_____The less fruitful it is

14. It is important to discuss feelings as they occur whenever appropriate to do so because, if we don't: (check one)

_____It will be harder to identify them later

_____They may be forgotten

__X__They tend to come out later in inappropriate ways

_____They may never occur again

UNIT 10: Matching Behavior with Intentions

15. Problems arise in a relationship when a person's __h__ is not congruent with her or his __c__.

a. belief
b. feeling
c. intention
d. satisfaction
e. hidden agenda
f. task
g. trust
h. behavior

UNIT 11: Open Communication: Freeing and Binding Responses

16. Two kinds of responses to another's sharing that tend to have a freeing effect are:

__X__Paraphrasing

_____Evaluating

_____Giving advice

_____Vigorous agreement

__X__Seeking information

_____Approval on personal grounds

17. Two kinds of responses to another's sharing that tend to have a binding effect are:

__X__ Interpreting behavior
_____ Reporting feelings
_____ Behavior modification
_____ Offering information
__X__ Vigorous agreement
_____ Nonverbal agreement

UNIT 12: Communicating About Interpersonal Relationships

18. According to the circular process diagram, four major dimensions involved as one person related to another include:

a. You expect and/or see certain things about the way the other acts.

b. You have inner feelings and/or thoughts about yourself in relation to the other.

c. You have a certain orientation and/or intentions toward the other.

d. You have a pattern of ways you act toward the other.

UNIT 13: Roles and Patterns of Interpersonal Communication

19. The kind of roles people have as members of organizations tend to influence who talks to whom about what. One result of effective interpersonal communications is the fact that people are more likely to: (check one)

_____ Follow formal channels in communicating important information
__X__ Share important information across roles
_____ Talk with more people about more things

UNIT 14: Norms and Communication

20. A norm exists in a group when: (check one)

__X__ Most people expect others to do a certain thing in a certain way
_____ Everyone has agreed on how to do a certain thing
_____ You can see everyone doing something the same way

UNIT 15: One- and Two-Way Communication

21. Two-way communication means Person A __c__ and Person B __a__.

    a. Communicates with Person A

    b. Gets feedback from Person B

    c. Communicates with Person B

    d. Gives feedback to Person B

    e. Gets feedback from Person A

22. Two advantages of two-way communication are that receivers have the opportunity to:

_____Be senders

_____Share their expectations

__X__Clarify information

_____Give information

__X__Tell the sender what they are already clear about

UNIT 16: Communication Patterns in the School Building

23. Three major factors that tend to influence communications patterns in schools are:

_____Technical equipment

__X__Trust

_____Personalities

__X__Tradition

_____Difficulty of tasks

_____Feedback

__X__Physical environment

_____Paraphrasing

UNIT 17: Communicating Under Pressure

24. How does pressure tend to influence your personal style and skills of communicating?

(The correct answers to this question are the ones you have been discovering for yourself!)

UNIT 18: Assessing My Knowledge and Skills

25. Can you answer correctly all of the items in this assessment of knowledge questionnaire?

__X__ Yes　　　　　_____ No

(The correct answer for you at the moment may be no. This is, however, not an acceptable answer! Review all of the items until you are sure your correct answer is yes, the only acceptable answer.)

UNIT 19: Improving My Skills

26. The three main elements of the do-look-learn model of designing personal learning situations are:

_____ Analyze readiness of the learner

_____ Review lists of communications skills

__X__ Identify and assess the skill to be improved

_____ Discuss the skill with someone who is good at it

__X__ Create a situation to practice the skill

_____ Be sure you can state correct definitions

_____ Observe someone who is good using the skill

_____ Know the correct answers on this questionnaire

__X__ Provide for feedback to learn if it was improved

UNIT 20: Developing Support for Continuous Learning

27. Four guidelines for writing an improvement goal are:

__X__ Focus on one kind of communication act

_____ Define the nature of your concern

_____ Give your basic rationale

__X__ State who is involved

_____ Use illustrations

_____ Describe why it is important to have this skill

_____ Explain why you haven't already achieved this goal

__X__ State when the goal is to be reached

__X__ State what the criteria is for having reached the goal

_____ Describe how you will practice the skill

_____ Explain why this is a priority for you

_____ Write out a questionnaire

SELF-ASSESSMENT OF DOING SKILLS

Where do you stand with your doing skills? In each of the preceding units you did something that produced feedback on your doing skill, whether it was demonstrating knowledge about a skill, a concept, a guideline, etc., or demonstrating ability to do a communication skill.

This handout attempts to enable you to reflect and recall about specific skills. To help you think about your personal style of communication and to determine how satisfied you are with your use--in this workshop--of those specific skills, complete Items C, D, E and G for each skill. After you have completed the handout, you will have a trio discussion. You will then share your responses, receive behavior descriptions from trio members and discuss variations in perceptions.

> NOTE: DURING TRIO DISCUSSION, ASK MEMBERS FOR THEIR DESCRIPTIONS OF YOUR BEHAVIORS WHEN USING THE SKILL BEFORE SHARING ITEM G. THEN DISCUSS ANY VARIATIONS IN PERCEPTIONS.

A. In UNIT 2 you concentrated on PARAPHRASING.

B. This is how you got feedback: You had to satisfy the other person that you understood him or her by correct paraphrasing.

C. Have you used the skill since then? _____ Yes _____ No

D. About how much have you used the skill? (degree of frequency)

____
Seldom Somewhat Frequently

E. How do you feel about the way you have used the skill?

____
Dissatisfied Somewhat Satisfied Very Satisfied

DURING TRIO DISCUSSION, ASK MEMBERS FOR THEIR DESCRIPTIONS OF YOUR BEHAVIORS WHEN USING THE SKILL BEFORE SHARING ITEM G. THEN DISCUSS ANY VARIATIONS IN PERCEPTION.

F. Notes from trio members' descriptions of your behaviors.

G. Describe your specific behaviors that indicate use of the skill.

A. In UNIT 3 you concentrated on DESCRIBING BEHAVIOR.

B. This is how you got feedback: You had to describe behaviors you observed in your trio members and receive a critique from them of your correct application of criteria for behavior description.

C. Have you used the skill since then? _____ Yes _____ No

D. About how much have you used the skill? (degree of frequency)

Seldom	Somewhat	Frequently

E. How do you feel about the way you have used the skill?

Dissatisfied	Somewhat Satisfied	Very Satisfied

DURING TRIO DISCUSSION, ASK MEMBERS FOR THEIR DESCRIPTIONS OF YOUR BEHAVIORS WHEN USING THE SKILL BEFORE SHARING ITEM G. THEN DISCUSS ANY VARIATIONS IN PERCEPTIONS.

F. Notes from trios members' descriptions of your behaviors.

G. Describe your specific behaviors that indicate use of the skill.

A. In UNIT 4 you concentrated on DESCRIBING FEELINGS and PERCEPTION CHECKS.

B. This is how you got feedback: You had to make a choice between two or more statements as to whether they were descriptive or not descriptive. You checked perceptions and compared your responses with others in your trio. On the basis of criteria presented on correctly describing feelings, you received feedback confirming or disproving your perception of your skill.

C. Have you used the skill since then? _____ Yes _____ No

D. About how much have you used the skill? (degree of frequency)

____
Seldom Somewhat Frequently

E. How do you feel about the way you have used the skill?

____
Dissatisfied Somewhat Satisfied Very Satisfied

DURING TRIO DISCUSSION, ASK MEMBERS FOR THEIR DESCRIPTIONS OF YOUR BEHAVIORS WHEN USING THE SKILL BEFORE SHARING ITEM G. THEN DISCUSS ANY VARIATIONS IN PERCEPTIONS.

F. Notes from trios members' descriptions of your behaviors.

G. Describe your specific behaviors that indicate use of the skill.

A. In UNIT 5 you concentrated on identifying NONVERBAL BEHAVIORS in communication and practicing PERCEPTION CHECK.

B. This is how you got feedback: You were observed and received feedback on characteristic things you do nonverbally. You observed and checked your perception of nonverbal behavior using the guideline for perception check.

C. Have you used the skill since then? _____ Yes _____ No

D. About how much have you used the skill? (degree of frequency)

Seldom	Somewhat	Frequently

E. How do you feel about the way you have used the skill?

Dissatisfied	Somewhat Satisfied	Very Satisfied

DURING TRIO DISCUSSION, ASK MEMBERS FOR THEIR DESCRIPTIONS OF YOUR BEHAVIORS WHEN USING THE SKILL BEFORE SHARING ITEM G. THEN DISCUSS ANY VARIATIONS IN PERCEPTIONS.

F. Notes from trios members' descriptions of your behaviors.

G. Describe your specific behaviors that indicate use of the skill.

A. In UNIT 6 you concentrated on GIVING AND RECEIVING FEEDBACK.

B. This is how you got feedback: You identified the feedback you wanted to give to another. You received feedback on your correct application of guidelines for giving and receiving feedback.

C. Have you used the skill since then? _____ Yes _____ No

D. About how much have you used the skill? (degree of frequency)

Seldom	Somewhat	Frequently

E. How do you feel about the way you have used the skill?

Dissatisfied	Somewhat Satisfied	Very Satisfied

DURING TRIO DISCUSSION, ASK MEMBERS FOR THEIR DESCRIPTIONS OF YOUR BEHAVIORS WHEN USING THE SKILL BEFORE SHARING ITEM G. THEN DISCUSS ANY VARIATIONS IN PERCEPTIONS.

F. Notes from trios members' descriptions of your behaviors.

G. Describe your specific behaviors that indicate use of the skill.

A. In UNIT 9 you concentrated on the EFFECTS OF FEELINGS on communication and in practice of the sharing of here-and-now feelings.

B. This is how you got feedback: You read criteria for sharing and discussing feelings. Then, you attempted to share feelings of here-and-now while observees evaluated according to criteria.

C. Have you used the skill since Then? _____ Yes _____ No

D. About how much have you used the skill? (degree of frequency)

Seldom	Somewhat	Frequently

E. How do you feel about the way you have used the skill?

Dissatisfied	Somewhat Satisfied	Very Satisfied

DURING TRIO DISCUSSION, ASK MEMBERS FOR THEIR DESCRIPTIONS OF YOUR BEHAVIORS WHEN USING THE SKILL BEFORE SHARING ITEM G. THEN DISCUSS ANY VARIATIONS IN PERCEPTIONS.

F. Notes from trios members' descriptions of your behaviors.

G. Describe your specific behaviors that indicate use of the skill.

A. In UNIT 10 you concentrated on MATCHING BEHAVIOR WITH INTENTIONS.

B. This is how you got feedback: You asked others to give you feedback to check how accurately your behavior, as perceived by them, matched your intentions.

C. Have you used the skill since then? _____ Yes _____ No

D. About how much have you used the skill? (degree of frequency)

Seldom	Somewhat	Frequently

E. How do you feel about the way you have used the skill?

Dissatisfied	Somewhat Satisfied	Very Satisfied

DURING TRIO DISCUSSION, ASK MEMBERS FOR THEIR DESCRIPTIONS OF YOUR BEHAVIORS WHEN USING THE SKILL BEFORE SHARING ITEM G. THEN DISCUSS ANY VARIATIONS IN PERCEPTIONS.

F. Notes from trios members' descriptions of your behaviors.

G. Describe your specific behaviors that indicate use of the skill.

A. In UNIT 11 you concentrated on OPEN COMMUNICATION through responses and freeing and binding effects of responses.

B. This is how you got feedback: You selected a person with whom you wanted to increase open communication. You tried out responses to increase openness, and received feedback on freeing and binding effects of your efforts.

C. Have you used the skill since then? _____ Yes _____ No

D. About how much have you used the skill? (degree of frequency)

Seldom	Somewhat	Frequently

E. How do you feel about the way you have used the skill?

____
Dissatisfied | Somewhat Satisfied | Very Satisfied

DURING TRIO DISCUSSION, ASK MEMBERS FOR THEIR DESCRIPTIONS OF YOUR BEHAVIORS WHEN USING THE SKILL BEFORE SHARING ITEM G. THEN DISCUSS ANY VARIATIONS IN PERCEPTIONS.

F. Notes from trios members' descriptions of your behaviors.

G. Describe your specific behaviors that indicate use of the skill.

A. In UNIT 12 you concentrated on dimensions of the CIRCULAR PROCESS to enable you to talk about interpersonal relations.

B. This is how you got feedback: You selected things about your relations with sextet members and the ways you intended to communicate with them. You gave and received feedback on what and how you and the other person communicated using the circular process dimensions as criteria.

C. Have you used the skill since then? _____ Yes _____ No

D. About how much have you used the skill? (degree of frequency)

____
Seldom | Somewhat | Frequently

E. How do you feel about the way you have used the skill?

____
Dissatisfied | Somewhat Satisfied | Very Satisfied

DURING TRIO DISCUSSION, ASK MEMBERS FOR THEIR DESCRIPTIONS OF YOUR BEHAVIORS WHEN USING THE SKILL BEFORE SHARING ITEM G. THEN DISCUSS ANY VARIATIONS IN PERCEPTIONS.

F. Notes from trios members' descriptions of your behaviors.

G. Describe your specific behaviors that indicate use of the skill.

A. In UNIT 16 you concentrated on COMMUNICATION PATTERNS AND BEHAVIORS that facilitate or inhibit communication in a school building.

B. This is how you got feedback: Responses were shared about amount of participation, listening and influence based on facilitating and inhibiting behaviors.

C. Have you used the skill since then? _____ Yes _____ No

D. About how much have you used the skill? (degree of frequency)

Seldom _____ Somewhat _____ Frequently

E. How do you feel about the way you have used the skill?

Dissatisfied _____ Somewhat Satisfied _____ Very Satisfied

DURING TRIO DISCUSSION, ASK MEMBERS FOR THEIR DESCRIPTIONS OF YOUR BEHAVIORS WHEN USING THE SKILL BEFORE SHARING ITEM G. THEN DISCUSS ANY VARIATIONS IN PERCEPTIONS.

F. Notes from trios members' descriptions of your behaviors.

G. Describe your specific behaviors that indicate use of the skill.

ANSWER SHEET FOR UNIT 18

Unit 18: Assessing My Knowledge and Skills

1. Can you answer all of the items in this assessment of knowledge questionnaire correctly?

__X__ Yes   _____ No

(The correct answer for you at the moment may be no. This is, however, not an acceptable answer! Review all of the items until you are sure your correct answer is yes, the only acceptable answer.)

UNIT 19: IMPROVING MY SKILLS
Leader Information

Purpose: To present a model for structuring learning situations in which an individual can improve the skills presented in this series.

Unit Time: 82 Minutes

Equipment: Pencils

Materials: Newsprint Schedule (N28)

Handouts:
1. Improving My Skills
2. Designing Personal Learning Situations
3. Answer Sheet for Unit 19

This unit designed by Charles Jung

UNIT 19: IMPROVING MY SKILLS
Leader Information

	Objective	Rationale	Material
1.			
2.	To assess personal communicative weaknesses.	To assume personal responsibility for improving skills.	Handout 1
3.	Trio patterns to provide feedback to one another.	To provide more objectivity than can be obtained alone.	
4.	To develop a design for learning a specific skill.	To practice self-prescribing a learning program.	Handout 2
5.	To make objective and constructive evaluations of learning situations.	To help participants implement the Do-Look-Learn Model.	
6.	To improve and finalize self-learning plans.	To incorporate others' ideas into their plans.	
7.	To master the basic cognitive learning for the unit as represented by the correct answers.	To reinforce accurate answers about major points of cognitive learning in the unit.	Handout 3

UNIT 19: IMPROVING MY SKILLS
Leader Information

	Instructions	Time
1.	Present brief schedule on newsprint. (N28)	1 Minute
2.	Ask participants to read Handout 1. Tell them to take 10 minutes to respond to Items 1 and 2 about their own and trio members' skills.	10 Minutes
3.	Have trios form and spend 10 minutes helping one another clarify which skills each wants to improve.	10 Minutes
4.	Ask individuals to read Handout 2, Designing Personal Learning Situations, and complete the task of applying the Do-Look-Learn model.	15 Minutes
5.	Have trios share designs for personal learning situations. After each design is presented, the rest of the trio is to critique the design: a. Did it fulfill the main elements of the model? b. Were there provisions for learning in the feedback? c. Could the design actually be implemented?	30 Minutes
6.	Instruct the trio members to redesign their personal learning situations in the light of the critiques; share redesigns with trio. Individuals may choose to design a personal learning situation for a second skill they want to improve.	15 Minutes
7.	Mention Handout 3, correct answers for Unit 19.	1 Minute

UNIT 19: IMPROVING MY SKILLS

1. Receive overview of unit
2. Individuals: read and complete H1, Improving My Skills
3. Trios: help each other clarify which skills each wants to improve
4. Individuals: read and complete H2, Developing Personal Learning Situations
5. Trios: share and critique each design
    a. Did it fulfill the main elements of the model?
    b. Were there provisions for learning in the feedback?
    c. Could the design actually be implemented?
6. Individuals: redesign on basis of critique or select second skill; if time, share with trios
7. Review Answer Sheet, H3

IMPROVING MY SKILLS

During the last eighteen sessions you have begun to learn four basic skills of communication--paraphrasing, description of behaviors, description of feelings and perception check, some of the processes that make communication difficult and some ways of communicating in groups and school buildings. In this unit you are asked to look again at your own style of communicating. You will be trying one way of structuring a situation to allow you to improve your skills.

1. What skills do you want to improve? You might help yourself determine this with answers to the following questions.
   a. What skills did you have the most difficulty with in the previous units?
   b. What skills do you think would be most helpful to you in the classroom; with other teachers; with administrators?
2. Take some time to think about those skills which the other two members of your trio might improve. Write them so you can share.

One way of creating a learning situation to improve your skills within the school is the Do-Look-Learn Model. The main elements of the model are:

1. Identify and assess the skill to be improved
2. Create a situation to practice the skill
3. Provide for feedback to learn if it was improved

For example, suppose you want to improve the skill of paraphrasing. You talk this over with a teacher friend and decide to incorporate a learning situation into the before-school planning sessions. You arrange to have a tape recorder for each session and agree to attempt to paraphrase every third statement your friend makes. After the session you replay the tape together, count the number of times you completed the task (every third statement) and ask for a critique from your friend on your skill level.

Normally we do things again and again without learning from the doing. This model emphasizes following the doing with feedback about what was done.

You have already identified some skills you would like to improve. Take 15 minutes alone to continue with Steps 2 and 3 of the model. In effect, create the conditions for your own learning. You will be asked to share your design with the other members of your trio.

ANSWER SHEET FOR UNIT 19

Unit 19
Handout 3

Unit 19: Improving My Skills

1. The three main elements of the do-look-learn model of designing personal learning situations are:

_____Analyze readiness of the learner

_____Review lists of communication skills

__X__Identify and assess the skill to be improved

_____Discuss the skill with someone who is good at it

__X__Create a situation to practice the skill

_____Be sure you can state correct definitions

_____Observe someone who is good using the skill

_____Know the correct answers on this questionnaire

__X__Provide for feedback to learn if it was improved

UNIT 20: DEVELOPING SUPPORT FOR CONTINUOUS LEARNING
Leader Information

Purpose: To present guidelines for development of support for continuous learning from oneself as well as from others.

Unit Time: 86 Minutes

Equipment: Pencils

Materials: Newsprint Schedule (N29)

Handouts:
1. Setting Goals for Improvement
2. Developing Support for Continuous Learning
3. Answer Sheet for Unit 20

This unit designed by Charles Jung

UNIT 20: DEVELOPING SUPPORT FOR CONTINUOUS LEARNING
Leader Information

	Objective	Rationale	Material
1.	To write a learning goal in specific terms as outlined in Handout 1.	Clear statements of goals are important to a profitable helper-helpee exercise at the end of this session. Such practice is valuable to a participant's efforts to improve in the future.	Handout 1
2.	To critique others and incorporate their suggestions in personal goals.	Feedback reinforces understanding and retention.	
3.	To list strengths and weaknesses in being an effective helper.	To relate the handout information to personal situations.	Handout 2
4.			
5.	To practice helping others.		Handout 2
6.	To master the basic cognitive learning for the unit as represented by the correct answers.	To reinforce accurate answers about major points of cognitive learning in the unit.	Handout 3

UNIT 20: DEVELOPING SUPPORT FOR CONTINUOUS LEARNING
Leader Information

Instructions	Time
1. Direct the participants to meet as trios for this session. Present newsprint of schedule. (N29) Ask participants to read Handout 1, Setting Goals for Improvement. Instruct them to write their statement of a "self-improvement goal" for sharing with the other two.	10 Minutes
2. Instruct trios to share their "improvement goal" statements and to discuss how well each meets the guidelines suggested in Handout 1.	15 Minutes
3. Interrupt to introduce Handout 2, Developing Support for Continuous Learning. Participants should read Handout 2 and fill out page 469 for sharing in the next trio discussion.	10 Minutes
4. Tell participants they each have 15 minutes in their trios to ask for help in how to be a more effective receiver of help. Each person who is asking for help should use the list from page 469 as a starting point. Allow time for questions to help clarify the task.	5 Minutes
5. Trio members help each other learn how to be more effective receivers of help. Remind trios when 15-minute segments are completed.	45 Minutes
6. Direct attention to Handout 3 for correct answers.	1 Minute

UNIT 20: DEVELOPING SUPPORT FOR CONTINUOUS LEARNING

1. Receive overview of unit
2. Individuals: read and complete H1, Setting Goals for Improvement
3. Trios: share and discuss goal statements
4. Individuals: read and complete H2, Developing Support for Continuous Learning
5. Trios: help each other learn how to become more effective receivers of help; use strength and weakness list, page 359; each member has 15 minutes
6. Review Answer Sheet, H3

SETTING GOALS FOR IMPROVEMENT

Unit 20
Handout 1

This is the last session on interpersonal communications. You may or may not continue to work at improving your ability to communicate following this session. People don't *usually* continue to work at improving after a workshop! People tend to forget what they have learned. The skills they remember tend to be used less as time passes. This session is concerned with whether these tendencies will be true for you.

You won't be likely to improve unless you have clear ideas about *what can be improved* in your communication abilities. Unit 18 reviewed specific techniques presented in previous sessions. These techniques are to help you see yourself. You can use them to see what you know and can do now in the area of interpersonal communications. They also help you see clear goals for improvement that you might wish to set for yourself at any given time. *Being aware of a discrepancy* between where you are now and a *specific goal* for improvement can be a motivating force in you. Vague awareness that, "I could be better," is not apt to move you toward taking action to improve. Awareness of a discrepancy with a clear, specific goal *is* apt to move you. It can be important, therefore, to take time alone occasionally to think about, "Where am I now?" and "What would be a specific improvement goal I could be working on?"

Me Now ——→——→——→—— Specific Improvement Goal

Charles Jung

It's not easy to spell out a clear, specific picture of communication skills that you can set as improvement goals. Some educators are labeling such goals "behavioral objectives." A goal is stated clearly when I know, "What it looks like when it is happening." Stating that, "I want to be a better listener," is not clear and specific. I don't know what I would see when you are being "a better listener." The following statement is better.

> "I want to include paraphrasing when I talk with Jack at our curriculum study committee meetings. We have frequently found we did not understand each other in the past. I will be satisfied with my improvement when Jack tells me that my paraphrasing attempts were correct four times out of five."

This statement is specific because it focuses on one kind of communications act--paraphrasing--rather than a vague label--a better listener. It is clear because it states who is involved, "Jack and I," when,"at our curriculum study committee meetings," and what the criteria is for having reached the goal, "when Jack tells me that my paraphrasing attempts were correct four times out of five."

Try writing an improvement goal that you would really like to work toward and would like to talk about with your trio members. The guidelines to strive for are:

1. Focus on one kind of communication act
2. State who is involved
3. State when it is to be reached
4. State what the criteria is for having reached the goal

AN IMPROVEMENT GOAL CONCERNING MY COMMUNICATIONS THAT I WOULD LIKE TO WORK TOWARD IS:

Developing Support In Yourself And From Others

The most important resource for supporting you as a continuous learner is yourself. Earlier sessions focused on problems such as the difference that typically occurs between one's intentions and one's behavior. Most of us need to find ways of coping with ourselves. Our knowledge, past experiences and desires are major resources within us. However, forces may exist which block us from these internal resources such as lack of time to sit alone and think. Sometimes it can be helpful to try writing down the forces in yourself which can help you move toward an improvement goal and those which work against movement. Such an exercise can result in new ideas about how to support yourself.

Past sessions have provided a variety of experiences in ways that others can help you improve your communication skills. However, these experiences were part of a workshop type of training. In order to be a continuous learner, you will need to seek out and develop helping relationships on your own. There may be forces in you, in others, and in your work setting that hinder or facilitate building relationships with others for getting help in learning. A force *against*, for example, would be failing to be specific about your improvement goal when asking for help from another. A force *for* would be remembering to give feedback to your helper about which of his or her efforts were helpful and which were not.

In the next exercise you will be asked to take turns in your trio giving and receiving help. During the many sessions you have worked together, your trio partners have built up a wealth of understanding

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Charles Jung

about your strengths and weaknesses as a receiver of help. When it is your turn to receive help, their job will be to help you better understand your strengths and weaknesses as a receiver of help. You can then plan ways to work at developing additional supportive relationships with others in the future.

Before the exercise begins, take a few minutes to write out some of the forces in you--the strengths and weaknesses of the ways you relate to others--that determine your ability to be a receiver of help. Use these lists when trio members are helping you explore ways you might improve.

Unit 20
Handout 2

STRENGTHS: Forces Which Support My Ability to be an Effective Receiver of Help	WEAKNESSES: Forces Which Block My Ability to be an Effective Receiver of Help

ANSWER SHEET FOR UNIT 20

Unit 20
Handout 3

Unit 20: Developing Support For Continuous Learning

1. Four guidelines for writing an improvement goal are:

__X__Focus on one kind of communication act

_____Define the nature of your concern

_____Give your basic rationale

_____State who is involved

_____Use illustrations

_____Describe why it is important to have this skill

_____Explain why you haven't already achieved this goal

__X__State when the goal is to be reached

__X__State what the criteria is for having reached the goal

_____Describe how you will practice the skill

_____Explain why this is a priority for you

_____Write out a questionnaire

APPENDIX A: UNIT 12 TAPE SCRIPT

Mike: Looking at Diagram I, Irvin, on the circular process of interpersonal relations, I see here a construct that we can use in taking a look at our relationships with other people. And it's only one of many constructs. But, I think using this kind of orientation can help us take a look at, let's say, our relationship with a boss, or a subordinate, or a wife, or a child, and get a better understanding of what's happening. And notice, for instance, looking at Diagram I there, we see four basic elements of the model. That is, expectations, one's inner feelings, an orientation and one's pattern of actions. I'm wondering if, as you and I talk our way through the model, if we couldn't do a little example here. For instance, would you take someone that you like very much.

Irv: Okay.

Mike: Got 'em?

Irv: Yep.

Mike: Okay.

Irv: Does it matter if it's you?

Mike: No, no, that's fine. Could you just tell me in looking at--I'm going to now, I'm going to move right through the circular process, starting with Number 1. You obviously have certain expectations and see certain things about this other person. Could you define what they are, typically?

Irv: Yes, I think a person I'm thinking about, when I...

Mike: You can use their first name.

Irv: ...I expect him to listen to me. I expect Dick to listen when I speak. He doesn't always do it, but I expect him to. I feel positive toward him and I've got things I want to give.

Mike: Okay, how about your own inner feelings and thoughts about him?

Irv: Then, my feeling is that I'd better be careful because unless what I'm doing is immediately relevent to him, I won't be heard.

Mike: Um-hum. Now, do you have certain orientation, you feel a certain orientation, toward Dick?

Irv: Yes, I feel that ah, a competitiveness, and I feel a competence that I want to match.

Mike: Um-hum. How about...how about a pattern of ways that you tend to act toward him?

Irv: Ah...usually testing first, and if I see interst, I go ahead; and if not, I stop.

Mike: Um-hum. What about, now maybe you can't do the other half of the circular process, but, could you project on it? That is, how does Dick, can you project how you, Dick expects and sees you?

Irv: Um, yes, I think, um, ah, there's an impatience, sense of impatience there, and I overreact, in...rather carefully.

Mike: How about, well his inner thoughts and feelings, those would be kind of tough for you, huh?

Irv: Impossible.

Mike: All right. How about his orientation toward you?

Irv: Positive.

Mike: Um-hum. And there, ah, any pattern of ways that he tends to behave toward you?

Irv: Impatient.

Mike: Impatient. Okay. Now, that, so there we've taken one, in this case an example of someone that you like very much and tried to trace quickly (off the top of your head) the four basic elements as it relates to you and as it relates to Dick.

Now, could we turn over and look at Diagram II, Irv? On Diagram II we have here some of the analyses of behavioral scientists trying to break down our four elements of the model into different dimensions. And you can see there: expectations, inner personal process, the interpersonal orientation, action patterns. There are some...some polar elements here, dimensions, from friendly to hostile, for instance, and helpful and restricting. Now, as you were describing Dick, in Diagram I, could you now really pick out some of these dimensions that specifically refer to your orientation and his to you?

Irv: Yes, I, I don't, I go more like friendly and restricting...

Mike: Um-hum.

Irv: ...in my first step as I expect him to react.

Mike: Um-hum.

Irv: Okay.

Mike: That's interesting because it doesn't, even though you pick a person you like, it doesn't mean that there are going to be on all the...

Irv: Oh no.

Mike: ...the words that are loaded positively like "friendly" and "helpful," it doesn't mean they necessarily have to have all those characteristics. Correct?

Irv: Yeah.

Mike: How about in the interpersonal process?

Irv: Let's see. Now, interpersonal...

Mike: That would be your own...

Irv: ...defensive, I feel defensive about my own resources. They've never been acquired except through trial and error, and I've had no formal way of measuring whether or not I have those resources.

Mike: Right. Now, you think Dick sees you though as having resources to contribute to the work you do together?

Irv: Oh yes.

Mike: And others, besides Dick? Well, let's stick with Dick for a moment.

Irv: Yeah.

Mike: Okay. Your interpersonal orientation?

Irv: That's interesting. I find myself then in a trust, kind of dependent role...

Mike: Uh-huh.

Irv: ...with Dick.

Mike: And action patterns?

(Pause)

Irv: More like...initiate...

Mike: Um-hum.

Irv: ...accept/reject. I gotta get three of those in that one. Initiate/accept/reject, seems to be my reaction.

Mike: All right. So you get...so you get both action patterns, okay. Okay. And I think this is very helpful because sometimes when we have a construct of this sort we tend to buy it, wholesale. You know, you can only be in one category or the other. And we know that even in a friendly relationship, there are times when we are not friendly. Let's switch it around then to 5, 6, 7 and 8 of Diagram II and look...

Irv: What I think or project.

Mike: ...from Dick's standpoint. Right.

Irv: What I think Dick is doing.

Mike: Right, that's all you can--right. Expectations?

Irv: I would say "helpful/restricting."

Mike: Okay. How about the interpersonal process?

(Pause)

Irv: I see, I don't see that covering, I mean the words you've got here don't cover it as well for me. Excepting, I think kind of puzzled. I would sense--in Dick a kind of puzzlement. As to why I behave in some of the ways I do, especially when the chips are down, I can usually come off pretty well.

Mike: Um-hum. The interpersonal orientation?

Irv: "Trust and sharing," I would have to buy.

Mike: Okay.

Irv: Because when the chips are down and everything's done and all the horseshit's out of the way, we really end up with a sense of trust and sharing.

Mike: Now, let me come back to 6 because I wasn't too clear Irv in, your interpretation. You remember, 6 is the other, in this case, Dick, has inner feelings and thoughts about himself in relation to you.

Irv: That I cannot read, I can't read.

Appendix A: Unit 12 Tape Script

Mike: Okay.

Irv: I was reading my own feeling of what he has. But, I can't read that.

Mike: Right. Okay, now we did 7 in which you defined your interpersonal orientation as "trust and sharing."

Irv: Right.

Mike: How about the action patterns in Number 8?

(Pause)

Irv: I'd have to, I'd have to accept "initiate and accept..."

Mike: Okay.

Irv: ...in that.

Mike: All right, well, what we've tried to do is...is take a little experiment here, Irv, of somebody that you liked and trace it through Diagram I and II of the circular process. Now, I think it, I'd like to suggest to our listeners at this point, they pick someone that they do not like and try to move them through the same model.

Irv: Yes, I'd like to just insert though, I was impressed at how rapidly this moves in the real world.

Mike: Uh huh, yeah.

Irv: It's not stretched out like this was. It just goes chewww!

Mike: Right.

Irv: And then your suggesting now that the...

Mike: That the listeners do the same thing that we've done, only take a little different dimension.

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Interpersonal Communications

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INTERPERSONAL COMMUNICATIONS

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Northwest Regional Educational Laboratory

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PREFACE

Purposes and Objectives of the Workshop

The purpose of an interpersonal communications workshop is to give teachers knowledge and skills of behaviors generally applicable to:

Face-to-face communication

One's own unique style of communicating

Group and organizational factors which affect that communication

Continued improvement of one's communication skills

Innovations such as team teaching, modular scheduling and differentiated staffing increase the need for collaboration at all levels. In the traditional system of self-contained classrooms, most educators have carried out their roles in relative isolation. Many potentially valuable innovations have not been implemented successfully due to issues of influence, polarized conflict and ineffective communication. Increased interpersonal communications skills of school personnel will reduce at least one hindrance to local improvement efforts.

Interpersonal Communications provides teachers with competencies in:

Paraphrasing to assure understanding of what others are saying

Describing behavior as a skill to enable others to identify and recognize the specific behavior to which an individual is responding

Describing, as distinguished from expressing, feelings

Checking one's perceptions of other's feelings or intentions

Identifying nonverbal communication cues

Applying guidelines to giving and receiving feedback

Identifying the effects of expectations in communications

Applying the concepts of encoding and decoding to interpersonal communications

Identifying the effects of feelings on communications

Applying the concept of matching behavior with intentions in communicating

Identifying freeing and binding responses which affect openness of communication

This workshop was designed for teachers, but has been found appropriate for virtually all roles in education. Data indicate high enthusiasm and significant improvement by teachers, administrators, paraprofessionals and members of the Teacher Corps. Positive results have been reported subjectively in its use with college professors, state department of education personnel and high school students. There have even been reports of successful use in other fields, although the illustrations in the materials are clearly focused on an educational setting.

Setting Up The Workshop

Setting up a workshop is not complex, but its success and effectiveness depend upon several factors.

1. The participants need to be involved. It is best if they have volunteered to be included in the workshop. It is crucial that they have a correct understanding of what the workshop is about and the way it is conducted. It also is recommended that, whenever possible, teams or entire school buildings experience the training together. This can create norms for use of new skills which might not be applied if individuals returned and attempted them in settings where there was little or no support for use of the skills.

   The basic work group of the workshop design includes six members. It is important the total group be a multiple of six. These work groups cannot be smaller than six. Some may have seven or eight people if absolutely necessary, but this is awkward and not advised. It is extremely important that all participants be present for every session of the workshop. The design is sequential and cumulative; many exercises depend on roles for trios and sextets. In many instances, participants train each other using criteria provided in the materials.

2. One leader may work with a total group as large as thirty-six. It is recommended, however, the total group not exceed twenty-four. Especially the first time an individual is attempting the leader role, it is advisable that only twelve participants be included.

   The materials are not intended to be self-explanatory. Thus, all new leaders should experience the workshop materials and design as a participant before attempting the leader role. Reports indicate that cotraining with a leader who has previously conducted the workshop is an additional benefit to the new leader.

3. Adequate time is needed to obtain and arrange all the necessary materials and equipment prior to the workshop. The leader must prepare charts in advance of each session as well as arrange those blue materials to be distributed. Timing for such preparation must be carefully considered. If cotraining, it should be clear who is to be responsible for each task.

or a tape recorder in some units, keeps time for exercises, and occasionally may lead a group discussion concerning progress of the workshop.

The design does not call for the leader to be an expert in interpersonal communications. The leader is never called upon to provide a function of instructing the participants in the skills they are learning. The needed expertise is provided in the materials. The function of instructing is provided by the participants for each other in the exercises. The workshop leader will be most helpful to the participants by acting as a master of ceremonies, facilitating their learning experiences, rather than as an expert or an instructor.

The green section of this manual entitled "Instructions" provides detailed suggestions for giving directions. It is expected the leader will become familiar enough with these directions to deliver them briefly in his own style. It is not intended that the leader read these directions to the participants, but rather that he phrase them in his own words. Many directions are on the materials which the participants can read. The leader should strive to be more a clarifier of directions than a giver of them.

Keeping time is a major task of the workshop leader. He can expect some expressions of frustration concerning going too fast or too slow. Until he becomes thoroughly familiar with the training design, it is recommended that he adhere quite closely to the suggested times. These times will need to be adjusted somewhat according to what happens in the workshop. Only experience can help the leader learn to be appropriately flexible about these variations in timing. In most cases, there are important rationales for staying quite close to the suggested times.

Occasionally, timing problems or reactions of some participants may cause the workshop leader to consider making changes in the training design. Unless the leader has had considerable experience in designing and conducting this kind of process-oriented training, it is strongly advised that he not attempt to alter or adapt the recommended design. Success of some of the exercises, such as those concerning the concept of feedback, depend heavily on the sequence of prior exercises. Negative reactions can result when they are used out of context. Some exercises are almost sure to gain positive reactions from participants if used alone, but may leave him with a lack of perspective for their later application when not supplemented by the skills gained from other units.

There may be instances when virtually all participants have had considerable previous process training. For example, if all participants have been through such Northwest Regional Educational Laboratory instructional systems as Systematic and Objective Analysis of Instruction, Facilitating Inquiry in the Classroom and Research Utilizing Problem Solving, the trainer with experience in designing and conducting process-oriented workshops may wish to consider condensing units on skills included in those systems. These units would be Unit 2: Paraphrasing, Unit 3: Behavior Description and Unit 6, The Concept of Feedback. However, even when participants are familiar with these skills, a review can be beneficial. Of primary importance is the effect that practicing the skills together has on the trainee group: it supports norms for their increased use in the current workshop setting and maintenance of their use in the job setting.

Have an appropriate expectation of the substance and nature of the training.

Have a desire to be involved in an interpersonal communications workshop.

In seven field tests throughout the country with 167 participants--including 64 teachers, 32 administrators and other school staff, 53 college faculty and 11 community members--the materials, practice exercises and methods were perceived as relevant and usable:

"Offered new insights, new ways of viewing old problems"--
87 percent

"Spoke to important issues, vital concerns"--
78 percent

"Gained new insights about my style of communicating"--
85 percent

"Ideas, skills, methods can be used immediately"--
89 percent

"Provided real 'how to' help for my actual work"--
85 percent

"Plan to use the ideas, skills and/or materials presented in this workshop as an integral part of your work"--
94 percent

A significant increase can be expected in both "knowing" and "doing" competencies for the training objectives listed on pages xi and xii. In particular participants can be expected to be able to:

Recognize descriptions of behavior--89 percent

Paraphrase--90 percent

Recognize a perception check--84 percent

Discriminate among descriptions of behavior, descriptions of feeling and expressions of feeling--72 percent

Know appropriate guidelines for giving feedback--74 percent--and receiving feedback--84 percent

Recognize norms--95 percent

Discriminate among paraphrase, feedback and perception check--
71 percent

Demonstrate a rudimentary knowledge of the circular process, factors affecting open and closed communication, the consequences of one-way and two-way communication and the "Do-Look-Learn" model of learning--75 percent

ORDERING INFORMATION

INTERPERSONAL COMMUNICATIONS Leader's Manual Revised Edition March 1973	Xicom, Inc. M. DeGiovanni, Production Manager RFD 1 Sterling Forest Tuxedo, New York 10987	$ 15.00
INTERPERSONAL COMMUNICATIONS Participant Materials Revised Edition March 1973	Xicom, Inc.	$ 11.00
One Set of Nine Films Revised Set March 1973 One Audiotape (Unit 12)	Xicom, Inc.	$175.00

POSTAGE: Shipping Price Additional (Fourth Class Special Book Rate). Allow 3 to 5 weeks for delivery at this postage rate.

This series of exercises presents some basic things to know about interpersonal communications. It is assumed you may already be somewhat familiar with many of these things. Even though we are all involved in these things when we communicate with others, most of us don't give them much attention. These exercises attempt to bring them more clearly into awareness so that you, as an individual, can work at improving your skills in communicating.

Improving skills of communicating goes beyond simply becoming more clear about what you know. Therefore, each exercise has opportunities to practice the behaviors which are described, learn ways to recognize these behaviors, and gain "feedback" from your partners about the ways you use these behaviors. The emphasis of these exercises is on learning to do as well as becoming more clear about what you know.

There are many skills in interpersonal communications which involve the personal style of the individual. For example, paraphrasing involves repeating in your own words what you heard someone say and checking with him to be sure you accurately understood him. The exact behavior you use to do this checking will depend on your personal style. Another example is that personal styles dictate the variations in how individuals show emotions like trust, affection and anger. The two important questions are: (a) Is the individual clear about the ways he shows such emotions in his communications, and (b) Does the individual know ways to help others recognize when he is attempting to show these emotions? These exercises, therefore, attempt to give you a chance to become more clear about your personal style of communicating as an individual.

In review, this series of exercises attempts to provide three kinds of opportunity. The first is to become more clear about things you know about interpersonal communications. The second involves practicing interpersonal communication skills. The third is a chance to recognize more clearly your personal style of interpersonal communications.

ASSESSMENT QUESTIONNAIRE

Unit 1
Handout 2

1. In the space below write a brief definition of:

   a. Paraphrase

   b. Behavior Description

   c. Perception Check

2. Explain the difference between an expression of feeling and a statement that describes feeling. Or, if you prefer, give an example of each.

   a. Expression of Feeling

   b. Description of Feeling

3. a. Define what is meant by "feedback" in communications.

   b. If you happen to recall some guidelines for "feedback," write one or two guidelines for giving feedback.

      (1)

      (2)

   c. Give one or two guidelines for receiving feedback.

      (1)

      (2)

1. Definitions

   a. Paraphrase: Testing how well you understand another person's comment by trying to put his idea into your own words.

   b. Behavior Description: Reporting specific, observable actions of others without interpretation or value judgments.

   c. Perception Check: Asking if you have understood the feeling expressed--either verbally or nonverbally--by another. You transform his expression of feeling into a tentative description of feeling.

2. Feelings may be expressed through bodily changes, e.g., blushing, actions or words. Words may express feeling without describing feelings, "She is a wonderful person." Or they may describe or name the feeling, "I like her very much." "I feel happy when I'm with her."

3. a. Feedback: Reporting to another individual your observations of and reactions to his behavior.

   b. Guidelines for Giving Feedback. (There are others you might have listed.)

      (1) Descriptive, not interpretive

      (2) Report things that are news...such as the way a particular incident (act, statement, etc.) made you feel

      (3) Report things without demanding a change

      (4) Share something of yourself

   c. Guidelines for Receiving Feedback:

      (1) State what you want feedback about

      (2) Check to make sure you have heard and understood accurately

      (3) Share your reactions to the feedback, your own feelings

INTRODUCTION TO THE FILMS IN THE INTERPERSONAL COMMUNICATION UNITS

Unit 1
Handout 4

In these films you are encouraged to put aside the viewing perspective usually brought to films in theaters and on television; i.e., to be entertained, to gain information, to get a message.

The films presented in these units are intended to evoke discussion about the use of interpersonal communication skills. They enable us to focus our attention on verbal and nonverbal behaviors of individuals. They usually present a situation of confusion or difficulty that gives rise to a need for the skills of the unit. They are intended to involve you in concern for such difficulties and the skills to deal with them.

Before each film you will be given information about the situation you will be viewing and specific directions.

UNIT 1 FILM

This film depicts three teachers having a discussion in a faculty room. After viewing the film, your trio should identify and discuss the communication difficulties they observed in the film.

OVERVIEW OF COMMUNICATION UNITS

Unit 1
Handout 6

Unit 1: INTRODUCTION
This is an overview of the twenty units included in Interpersonal Communications instruction.

Unit 2: PARAPHRASING
You will receive criteria for using paraphrasing and will try out paraphrasing as a communication skill that can help you understand what others are saying.

Unit 3: BEHAVIOR DESCRIPTION
You will use behavior description as a communication skill to enable others to identify and recognize the specific behavior to which an individual is responding.

Unit 4: DESCRIPTION OF FEELINGS AND PERCEPTION CHECK
You will apply criteria for describing feelings accurately and for checking out your perception of how other people are feeling.

Unit 5: NONVERBAL COMMUNICATION AND PERCEPTION CHECK
You will concentrate on spotting nonverbal behavior and practicing ways of increasing accuracy in perceiving nonverbal communication cues.

Unit 6: THE CONCEPT OF FEEDBACK
You will practice techniques in giving and in receiving feedback. This unit should be used only by persons who have worked together in trios in several previous sessions.

Unit 7: EXPECTATIONS AND COMMUNICATION
You will identify and analyze the influence expectations have on perceptions of self and others and their effects on performance.

Unit 8: THE INTERPERSONAL GAP
You will identify and clarify personal and interpersonal skills that increase accuracy in sending and receiving communications.

Unit 9: THE EFFECTS OF FEELINGS
You will learn the value of accepting and using emotions constructively.

Unit 10: MATCHING BEHAVIOR WITH INTENTIONS
You will explore and test the theoretical base of why it is important to match behavior with intentions with other members of the group.

Unit 11: OPEN COMMUNICATION: FREEING AND BINDING RESPONSES
You will be presented some guidelines for using the communication skills. The guidelines define openness; what it means in interpersonal relationships; when it might be used and how.

Unit 12: COMMUNICATING ABOUT INTERPERSONAL RELATIONSHIPS
You will work with the Circular Process Model.

Unit 13: ROLES AND PATTERNS OF INTERPERSONAL COMMUNICATIONS
You will look at the concept of role as an influence on communication.

Unit 14: NORMS AND COMMUNICATION
You will explore the effect of norms in interpersonal communication.

Unit 15: ONE AND TWO-WAY COMMUNICATION
You will participate in exercises to discover how directional communication affects time required for task, accuracy and attitudes of involved members.

Unit 16: COMMUNICATION PATTERNS IN THE SCHOOL BUILDING
You will have an opportunity to increase your awareness of formal and informal communication and to observe how individual behavior facilitates or hinders communication.

Unit 17: COMMUNICATING UNDER PRESSURE
You will have an opportunity to examine your behavior and group communication.

Unit 18: ASSESSMENT OF KNOWLEDGE
You will have an opportunity to assess your knowledge and skills in interpersonal communication.

Unit 19: IMPROVING MY SKILLS
You will look at your own style of communicating and will try to structure an exercise to facilitate improvement of skills.

Unit 20: DEVELOPING SUPPORT FOR CONTINUOUS LEARNING
You are asked to establish some personal goals for improving your own skills in communication.

FORCES FOR AND AGAINST MY ACTIVE PARTICIPATION

Unit 1
Handout 7

Forces FOR My Active Participation	Forces AGAINST My Active Participation

KINDS OF LEARNING

Unit 1
Handout 8

You have been involved in several different kinds of learning experiences in Unit 1. The introductory remarks about the purpose of Unit 1 represent a lecture form of instruction. The questionnaire and its answer sheet were a written form of instruction which demanded an active, inquiring response. The film provided an opportunity to inquire through observation. The discussion which followed was an opportunity to explore with others and share knowledge. This was followed by observation and feedback from one trio member concerning actual behaviors being displayed by the other two--an experimental learning process. The overview list of coming units was a form of written instruction. The writing of forces for and against active participation was an exploration of things to learn which exist within oneself. Sharing of these provided a chance to learn something of reactions within others.

The units which follow will include a variety of these different kinds of learning. You will have a chance to learn new concepts, to identify the actual skills you use and to recognize your attitudes and feelings about interpersonal relationships.

Unit 1: Introduction

1. This series of exercises attempts to provide three kinds of opportunities. Check three of the statements below which best describe these three kinds of opportunities.

______ Developing a greater understanding of the correct technique for communicating interpersonally

__X__ Becoming clear about what you already know about interpersonal communications

______ Create communication mechanisms to support your skills

______ Identify technological aids to communicating interpersonally

______ Diagnose and solve problems in interpersonal communications

__X__ Practicing interpersonal communication skills

______ Evaluate the various modes of interpersonal communications

__X__ Recognize more clearly your personal style of interpersonal communications

Unit 2 Film, Part I has two segments. Each segment depicts the same principal and music teacher in conversation. Notice how well or how poorly they communicate in each segment. What helps or hinders understanding?

You will receive the script and be able to compare the two segments for similarities and differences in how the principal and teacher communicate in each segment.

Unit 2 Film, Part II also has two segments. In each segment a counselor and teacher converse. After viewing the film, read the script (Handout 4) and check for paraphrases. Discuss the differences and and similarities in how the counselor and teacher communicate in the two segments.

Segment 1

Teacher: Hi, Dr. Olson.

Principal: Hi. What can I do for you?

Teacher: Yes, I wanted to see you concerning the schedule.

Principal: Right on. Bogged down with it right now, 'til I don't know what's gonna' happen.

Teacher: You had the summer to work out this thing. I thought--or you promised me during the summer--that we're gonna' get this, have a better schedule than we had during the last year.

Principal: Things are always changing; there's always something coming up that you didn't expect. You just never can seem to nail things down right now.

Teacher: Well, weren't you prepared for these changes?

Principal: We do the best we can, as you know. And this music, these music classes are really a headache right now. We've really got some conflicts here. I'm not, I don't know what we're going to do about them right now....

Teacher: Well, what kind of music program....

Principal: ...we've also got to get the, get prepared for that first parents' meeting that we've got coming up next week. That's a real headache.

Teacher: You expect us to have a good music program, right? And the parents....

Principal: Right.

Teacher: If we don't have a good band, the parents is gonna' be on our back and we have to have the schedule....

Principal: Right. The parents, the parents have got to be considered. That's right.

Teacher: So we need the schedule, because otherwise if we have a failure in band, who's gonna'... see, I'm gonna' get it. We just don't have enough time. I really need that extra schedule. I see that you've made--you've given the physical ed department a pretty good schedule, you've given the art department, the dramatics club, everybody else--and here it is, the music department, we've gotta' sacrifice.

Teacher: You see any way that you can make a compromise with maybe two periods a day with the athletic department to give us a chance to get some of these kids out on to the marching field from the football team, because I have to have 'em out on the field for rehearsal and we need the field?

Principal: Okay. Now....

Teacher: So can we compromise and at least have two of the days out of the three?

Principal: Well, let me, okay, let me check if I'm understanding you. You're suggesting that for the last period, regular school period....

Teacher: That's right, yes.

Principal: ...regular school period, that perhaps we could use two, two times a week we could use that last period....

Teacher: ...for the music.

Principal: ...so the kids could get out on the field for the marching band.

Teacher: Yeah.

Principal: I see.

Teacher: ...to work on their formations.

Principal: And, ah, and that would mean we would have to work something out with the coaches on, on how they could use that time without being on the playing field.

Teacher: That's right.

PARAPHRASING
A Basic Communication Skill for
Improving Interpersonal Relationships

Unit 2
Handout 3

The Problem

Tell somebody your phone number and he will usually repeat it to make sure he heard it correctly. However, if you make a complicated statement, most people will express agreement or disagreement without trying to insure that they are responding to what you intended. Most people seem to assume that what they understand from a statement is what the other intended.

How do you check to make sure that you understand another person's ideas, information or suggestions as he intended them? How do you know his remark means the same to you as it does to him?

Of course, you can get the other person to clarify his remark by asking, "What do you mean?" or, "Tell me more." or by saying, "I don't understand." However, after he has elaborated, you still face the same question: "Am I understanding his idea as he intended it to be understood?" Your feeling of certainty is no evidence that you do in fact understand.

The Skill

If you state in your own way what his remark conveys to you, the other can begin to determine whether his message is coming through as he intended. Then, if he thinks you misunderstand, he can speak directly to the specific misunderstanding you have revealed. The term PARAPHRASE can be used for ANY MEANS OF SHOWING THE OTHER PERSON WHAT HIS IDEA OR SUGGESTION MEANS TO YOU.

Paraphrasing, then, is any way of revealing your understanding of the other person's comment in order to test your understanding.

An additional benefit of paraphrasing is that it lets the other know that you are interested in him. It is evidence that you do want to understand what he means.

If you can satisfy the other that you really do understand his point, he will probably be more willing to attempt to understand your views.

Paraphrasing, thus, is crucial in attempting to bridge the interpersonal gap. (1) It increases the accuracy of communication, and thus the degree of mutual or shared understanding. (2) The act of paraphrasing itself conveys feeling...your interest in the other, your concern to see how he views things.

Learning to Paraphrase

People sometimes think of paraphrasing as merely putting the other person's ideas in another way. They try to say the same thing with different words. Such word-swapping may result merely in the illusion of mutual understanding. See the following example:

Sarah: Jim should never have become a teacher.
Fred: You mean teaching isn't the right job for him?
Sarah: Exactly! Teaching is not the right job for Jim.

Instead of trying to reword Sarah's statement, Fred might have asked himself, "What does Sarah's statement mean to me?" In that case the interchange might have sounded like this:

Sarah: Jim should never have become a teacher.
Fred: You mean he is too harsh on the children...maybe even cruel?

Sarah: Oh, no. I meant that he has such expensive tastes that he can't ever earn enough as a teacher.
Fred: Oh, I see. You think he should have gone into a field that would have insured him a higher standard of living?
Sarah: Exactly! Teaching is not the right job for Jim.

Effective paraphrasing is not a trick or a verbal gimmick. It comes from an attitude, a desire to know what the other means. And to satisfy this desire you reveal the meaning his comment had for you so that the other can check whether it matches the meaning he intended to convey.

If the other's statement was general, it may convey something specific to you.

Larry: I think this is a very poor textbook.
You: Poor? You mean it has too many inaccuracies?
Larry: No, the text is accurate, but the book comes apart too easily.

Possibly the other's comment suggests an example to you.

Laura: This text has too many omissions; we shouldn't adopt it.
You: Do you mean, for example, that it contains nothing about the Negro's role in the development of America?
Laura: Yes, that's one example. It also lacks any discussion of the development of the arts in America.

If the speaker's comment was very specific, it may convey a more general idea to you.

Ralph: Do you have 25 pencils I can borrow for my class?
You: Do you just want something for them to write with? I have about 15 ball-point pens and 10 or 11 pencils.
Ralph: Great. Anything which writes will do.

Sometimes the other's idea will suggest its inverse or opposite to you.

Stanley: I think the Teachers' Union acts so irresponsibly because the administration has ignored them so long.
You: Do you mean the T.U. would be less militant now if the administration had consulted with them in the past?

Stanley: Certainly. I think the T. U. is being forced to more and more desperate measures.

Some persons have difficulty learning to paraphrase because they view the task as a kind of mind reading. They believe they are expected to say what the other person is thinking. Of course, they feel inadequate to such a task. However, the task is a simple one if you remember that you are trying to reveal what the other's comment means _to you_. Your paraphrase is not an attempt to prove that you can read the other's thoughts, but to let him know what meaning _you_ get from his statements. As a matter of fact, if your paraphrase turns out to be quite different from what he intended, you will often find that it elicits important additional information. Sometimes it is helpful to make a paraphrase which you anticipate will almost certainly be wide of what he intended. As the speaker gives additional clarification both of you may get a clearer conception of his point. Your wide paraphrase can help the speaker clarify his own understanding of his point.

It is also appropriate and helpful to ask another person to paraphrase if you are not sure that he understands what you have just said. Many speakers mistake silence, or even nodding and "Um-hum," as signals for both listening and accurate understanding of what they are trying to communicate, when, in fact, neither has occurred.

John Wallen

UNIT 2 FILM SCRIPT, PART II

Unit 2
Handout 4

Segment 1

Teacher: I wanted to come in to speak to you. There just seems to be this undertone--undercurrent of discipline--and that the members of the faculty....

Counselor: It's a problem, I want to tell you....

Teacher: ...should keep discipline.

Counselor: Huh?

Teacher: ...that the members of the faculty should keep discipline.

Counselor: Of course, they should keep discipline.

Teacher: But....

Counselor: You know, if I've gotta' keep running down to take Mary and you or whoever, you know, I can't do my job. You're right, discipline is a big problem.

Teacher: Well, well, that's not the real reason why I really, I wanted to speak to you. I wanted to, I just want to let you know some of my feelings about the philosophy in this school towards the women folk. I seem to be, I'm being put down by not only men, but women, because I'm....

Counselor: Oh, come on now....

Teacher: No, it's true, it's true, because of my age, and, and my sex, and the....

Counselor: Come on, Jane, you're too, you know, you've been reading too much women's lib stuff, I....

Teacher: No, I haven't been reading it, I've been....

Counselor: I don't see the guys doing that around here.

Teacher: Sure, they are. For example, Neal was....

Counselor: Oh, yeah, but Neal, you know Neal. He's a joker, he....

Teacher: No, he's not a joker. When, when you share an office with someone and he wants to see...he says to me, "Why don't you wear a dress like you should? Your place is in the home...." If I want to make new ideas--I've got some progressive ideas--they tell me--the men....

Counselor: Why don't you wear a dress?

Teacher: Well, because I'm more comfortable in the laboratory. Why should I bend over and have the students and have all the other faculty members be steered away from what they should be learning? So, you know, when you're comfortable in pants, why not wear what you're comfortable in?

Counselor: Yeah, but you're not serious about this.

Teacher: Of course I'm serious. I'm serious because I have ideas, I've gone to school....

Counselor: I mean the real problems in this school, you know, have to do really with the kids. And discipline...I don't, I didn't think we had these kinds of problems, too.

Segment 2

Counselor: Hey, come on in, Jane. I got that one out of the way, so....

Teacher: That's okay. You don't have to stand up.

Counselor: Okay.

Teacher: Getting back to my...what some people think is only a small problem is a major problem to me. I'd like to get this cleared up. How do you think--you being a counselor--how do you think that we can overcome this social problem? We've got to get the women--maybe you as a man can't understand my point of view--but we've got to get the women to be on an equal level with the men faculty members. Don't forget, I've got just as much schooling and I've got just as much of an IQ as the next person, the next male, that is. So, what would be your suggestions?

Counselor: Well, first, let me see if I--I admit I was kind of hasty earlier today--let me see if I understand what you're saying. You feel that, that we, the males in this school, are treating the female teachers as second class citizens? Is that what you're saying to me?

Teacher: Yes, you might say that. Maybe not all the females, you may not do that to the older faculty members, but I surely think that it is with the young female faculty--those that are unmarried or married or whatever. I've been told that my place is in the home...wait 'til you have children and you have to take care of them and then you won't work. Well, my career comes first, and, especially Neal...he's the one that just doesn't understand this situation. He thinks that once there are children, that I won't be working anymore, which is

Teacher: (Cont.) contrary to how I actually feel. So I have this clash. And then within the department, besides the fact that the other faculty members--me being the only woman, as you know--I can't get a word in edgewise. Whenever I think of something that's new and progressive, they put me down. They say, "Well, Jane, don't make waves. You just...."

Counselor: Gee, I kind of forgot that you were the only woman in biology, ah....

Teacher: Well, it's not easy with nine men.

Counselor: Well, okay, but....

Teacher: Senior men.

Counselor: That's probably--that's maybe what you're talking about--that our whole science department has been men until we brought you in. Well, I don't....

Teacher: There have been other women, but the problem has been that, ah....

Counselor: ...they've pushed them out?

Teacher: ...they've been pushed out.

HANDLING MISUNDERSTANDINGS[1]

Unit 2
Handout 5

Dealing with Breakdowns in Communication

Real communication is very hard to achieve. We tend to judge, to evaluate, to approve or disapprove before we really understand what the other person is saying--before we understand the frame of reference from which he is talking. This tendency of most humans to react first by forming an evaluation of what has just been said, to evaluate it from their own point of view, is a major barrier to mutual interpersonal communication.

Progress toward understanding can be made when this evaluative tendency is avoided--when we listen with understanding--when we are actively listening to what is being said. What does this mean? It means to see the expressed idea and attitudes from the other person's point of view, to sense how it feels to him, to achieve his frame of reference in regard to the thing he is talking about.

This sounds simple, but it is not.

To test the quality of your understanding, try the following. If you see two people talking past each other, if you find yourself in an argument with your friend, with your wife or within a small group, stop the discussion for a moment, and for an experiment, institute this rule of Carl Rogers. "Each person can speak up for himself only after he has first restated the ideas and feelings of the previous speaker accurately--and to that speaker's satisfaction."

---

[1] The approach proposed here for dealing with misunderstandings was first stated by Carl Rogers in 1951. This abstract, elaboration and extension of his ideas for handling conflict was prepared by Floyd Mann, Center for Research on Utilization of Scientific Knowledge, University of Michigan. (For more information, see Carl Rogers. On Becoming a Person. Boston: Houghton Mifflin, 1961, Chapter 17.)

This would mean that before presenting your own point of view, it would be necessary for you to really achieve the other speaker's frame of reference--to understand his thoughts and feelings so well that you could summarize them for him. This is a very effective process for improving communications and relationships with others. It is much more difficult to do behaviorally than you would suspect.

What will happen if you try to do this during an argument?

You will find that your own next comments will have to be drastically revised. You will find the emotion going out of the discussion, the differences being reduced. There is a decrease in defensiveness, in exaggerated statements, in evaluating and critical behavior. Attitudes become more positive and problem solving. The differences which remain are of a rational and understandable sort. Or they are real differences in basic values.

What are the risks? The obstacles? What are the difficulties that keep this bit of knowledge from being utilized?

Try this and you risk being influenced by the other person. You might see it his way--have to change your position. There is the risk of change. In this sense, listening can be dangerous--and courage is required.

There is a second obstacle. It is just when emotions are strongest that it is most difficult to achieve the frame of reference of the other person or group. A third party, who is able to lay aside his own feelings and evaluations, can assist greatly by listening with understanding to each person or group and clarifying the views and attitudes each holds. A third party catalyst may, incidentally, have great difficulty in intervening and proposing the use of this approach. Any intervention into a heated discussion can be interpreted by one party or the other as someone taking the other person's side. This is especially true if the third party asks you to try and state the other person's ideas and feelings when you have not really been listening, but thinking what you should say next when he pauses to take a breath.

Another difficulty stems from our notions as to what is proper to ask a person to do in a discussion. It seems quite within good taste to ask a person to restate how he sees the situation. But to ask him to restate the other man's position is not consistent with our common sense ways of handling differences. The one who would change the pattern--try to break out of the vicious circle of increasingly greater misunderstanding--must have enough confidence in himself to be able to propose something different. He will have to have an appreciation of how to go from dealing with misunderstandings to handling conflict and using differences--of how differences can be used to find more elegant solutions to problems. Equally useful will be an awareness that thesis ⟶ antithesis ⟶ synthesis is a potential outcome from a developmental discussion of differences. Discussions in which one person loses and the other wins seldom solve anything permanently. When a person senses a win-lose situation developing, it should be interpreted as a clue to the need for a new approach, a search for alternate solutions, to be sure there is not another answer to the problem.

The greatest difficulty of all, of course, is to learn to use the rule when you yourself are in an increasingly heated verbal exchange. Not to be dependent on a third person to intervene when you create or are a party to a growing misunderstanding is real evidence of understanding the approach proposed here. The full value of this rule is available to us only when each of us can note that we are getting increasingly irritated, angry and unable to communicate effectively...when we can use these signals to identify the situation in which we are personally involved and even trapped where the rule might be employed...if we could retrieve the rule from our memory, and if we could use it behaviorally in an effective manner.

WHEN TO USE A SKILL LIKE PARAPHRASING

Unit 6
Handout 6

Although most people paraphrase far too little, it is possible to do it too much. If you paraphrase almost everything a speaker says, he may become annoyed at your unwillingness to assume that you understand even simple, obvious points. Or he may begin to suspect that you are trying to put words in his mouth, trying to suggest what he should mean.

If you paraphrase continually, the other may see it as your way of avoiding revealing your own opinions. He is the only one sharing ideas and exposing his opinions; you merely paraphrase. At first, the other may interpret your responses as indicating attentive listening, and he may respond favorably to your interest. Gradually, however, he becomes aware that while you are learning much about him, he is learning nothing about you. He begins to feel vulnerable, then distrusting and resentful of you.

Frequent paraphrasing seems especially appropriate to two general conditions. (1) When mistakes might be costly, accuracy of communication becomes more important. To assume understanding rather than checking it out under such a condition is to risk grave consequences. (2) Strong feelings in the sender and/or the receiver increase the probability that comments will be misunderstood, because they distort or obscure parts of the message. In such cases, paraphrasing becomes crucial as a way of insuring that the message comes through as intended. The next time someone is angry with you or you are angry with him, try paraphrasing what he says until he agrees that you understand what he is trying to convey. Note what effect this has on the other person's feelings and also on your own.

Paraphrasing is one of the basic communication skills you will be introduced to during this series. The other basic skills are behavior description, description of feeling and perception checking. The skills can be learned, practiced, and then used in whatever situations you need them to help you understand the communication between you and others.

John Wallen

ANSWER SHEET FOR UNIT 2

Unit 2
Handout 7

Unit 2: Paraphrasing

Check one answer for each of the statements below.

1. The term PARAPHRASE is used here to mean showing the other person:

______ That you care about his ideas

__X___ What his idea or suggestion means to you

______ That you were listening carefully

______ That you can quote what he said

2. You do this to be sure:

__X___ That what you understood is what he intended

______ He knows that you heard him

______ That you can now share your idea

______ That he understands what you mean

FILM INTRODUCTION

This film presents a principal and a student discussing the student's school performance. You are to watch the behavior of both.

After viewing the film, write on Handout 2 a description of the behavior of the individuals in the film. Try to describe the behavior of the principal and that of the student by using words which point out and identify both the verbal and nonverbal things they do in the film.

DESCRIBE BEHAVIOR

Principal

Student

Unit 3
Handout 3

BEHAVIOR DESCRIPTION
A Basic Communication Skill for Improving Interpersonal Relationships

The Problem

If you and another person are to discuss the way you work together or what is happening in your relationship,both of you must be able to talk about what each does that affects the other. This is not easy. Most of us have trouble describing another's behavior clearly enough so that he can understand what actions of his we have in mind.

Instead of describing the other person's behavior we usually discuss his attitudes, his motivations, his traits and personality characteristics. Often our statements are more expressive of the way we feel about the other's actions than they are informing about his behavior. And yet we may be unaware of our feelings at the time.

Let's suppose you tell me that I am rude (a trait) or that I don't care about your opinion (my motivation). Because I am not trying to be rude and because I feel that I do care about your opinion, I don't understand what you are trying to communicate. We certainly have not moved closer to a shared understanding. However, if you point out that several times in the past few minutes I have interrupted you and have overridden you before you could finish what you were saying, I receive a more exact picture of which actions of mine are affecting you.

The Skill

Behavior description means reporting specific, observable actions of others without placing a value on them as right or wrong, bad or good, and without making accusations or generalizations about the other's motives, attitudes or personality traits.

John L. Wallen

You try to let others know what behavior you are responding to by describing it clearly and specifically enough so that they know what you observed. To do this you must describe visible evidence--actions that are open to anybody's observation. Sometimes, for practice, it is helpful to try beginning your description with "I saw that..." or "I noticed that..." or "I heard you say..." to remind yourself that you are trying to describe specific actions.

Example: "Jim, you've talked more than others on this topic. Several times you cut off others before they had finished."

NOT: "Jim, you're too rude!" which names a trait and gives no evidence.

NOT: "Jim, you always want to hog the center of attention!" which imputes an undesirable motive or intention.

Example: "Bob, you've taken the opposite of nearly everything Harry has suggested today."

NOT: "Bob, you're just trying to show Harry up." which is an accusation of undesirable motivation.

NOT: "Bob, you're being stubborn." which is name calling.

Example: "Sam, you cut in before I had finished."

NOT: "Sam, you deliberately didn't let me finish." The word "deliberately" implies that Sam knowingly and intentionally cut you off. All that anybody can observe is that he did cut in before you had finished.

Several members of the group had told Ben that he was too arrogant. Ben was confused and puzzled by this judgment. He was confused because he didn't know what to do about it; he didn't know what it referred to. He was puzzled because he didn't feel arrogant or scornful of the others. In fact, he admitted that he really felt nervous and unsure of himself.

Finally, Joe commented that Ben often laughed explosively after making a comment that seemed to have no humorous aspects. Ben said he had been unaware of this. Others immediately recognized this was the behavior that made them perceive Ben as looking down on them and, therefore, as being arrogant. The pattern, thus, was as follows. When he made a statement of which he was somewhat unsure, Ben felt insecure. Ben's feelings of insecurity expressed themselves in an explosive laugh after making the statement ⟶ the other person perceived Ben as laughing at him ⟶ the other person felt put down and humiliated ⟶ the other expressed his feeling of humiliation by calling Ben arrogant. Note that Ben had no awareness of his own behavior which was being misread until Joe accurately described what Ben was doing. Then Ben could see that his laugh was a way of attempting to cope with his own feelings of insecurity.

To develop skill in describing behavior you must sharpen your observation of what actually did occur. You must force yourself to pay attention to what is observable, to hold inferences in abeyance. As you practice this you may find that many of your conclusions about others are based less on observable evidence than on your own feelings of affection, insecurity, irritation, jealousy or fear. For example, accusations that attribute undesirable motives to another are usually expressions of the speaker's negative feelings toward the other and not descriptions at all.

DEFENSIVE COMMUNICATION[1]

One way to understand communication is to view it as a people process rather than as a language process. If one is to make fundamental improvements in communication, he must make changes in interpersonal relationships. One possible type of alteration--and the one with which this paper is concerned--is that of reducing the degree of defensiveness.

Defensive behavior is defined as that behavior which occurs when an individual perceives threat or anticipates threat in the group. The person who behaves defensively, even though he also gives some attention to the common task, devotes an appreciable portion of his energy to defending himself. Besides talking about the topic, he thinks about how he appears to others, how he may be seen more favorably, how he may win, dominate, impress, or escape punishment, and/or how he may avoid or mitigate a perceived or an anticipated attack.

Such inner feelings and outward acts tend to create similarly defensive postures in others; and, if unchecked, the ensuing circular response becomes increasingly destructive. Defensive behavior, in short, engenders defensive listening, and this in turn produces postural, facial and verbal cues which raise the defense level of the original communicator.

Defense arousal prevents the listener from concentrating upon the message. Not only do defensive communicators send off multiple value, motive and affect cues, but also defensive recipients distort what they receive.

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[1] Jack R. Gibb. "Defensive Communication." The Journal of Communication. 11: 141-148; September 1961.

As a person becomes more and more defensive, he becomes less and less able to perceive accurately the motives, the values and the emotions of the sender. My analyses of tape recorded discussions revealed that increases in defensive behavior were correlated positively with losses in efficiency in communication.[2] Specifically, distortions became greater when defensive states existed in the groups.

The converse, moreover, also is true. The more "supportive" or defense reductive the climate, the less the receiver reads into the communication distorted loadings which arise from projections of his own anxieties, motives and concerns. As defenses are reduced, the receivers become better able to concentrate upon the structure, the content and the cognitive meanings of the message.

In working over an eight-year period with recordings of discussions occurring in varied settings, I developed the six pairs of defensive and supportive categories presented in Table 1. Behavior which a listener perceives as possessing any of the characteristics listed in the left-hand column arouses defensiveness, whereas that which he interprets as having any of the qualities designated as supportive reduces defensive feelings. The degree to which these reactions occur depends upon the personal level of defensiveness and upon the general climate in the group at the time.[3]

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[2] Jack R. Gibb. "Defense Level and Influence Potential in Small Groups." Leadership and Interpersonal Behavior. Edited by L. Petrullo and B. M. Bass. New York: Holt, Rinehart and Winston, 1961, pps. 66-81.

[3] Jack R. Gibb. "Sociopsychological Processes of Group Instruction." The Dynamics of Instructional Groups. Edited by N. B. Henry. Fifty-Ninth Yearbook, Part II, National Society for the Study of Education, 1960. pps. 115-135.

TABLE 1

CATEGORIES OF BEHAVIOR CHARACTERISTIC OF SUPPORTIVE AND DEFENSIVE CLIMATES IN SMALL GROUPS

DEFENSIVE CLIMATES	SUPPORTIVE CLIMATES
1. Evaluation	1. Description
2. Control	2. Problem Orientation
3. Strategy	3. Spontaneity
4. Neutrality	4. Emphathy
5. Superiority	5. Equality
6. Certainty	6. Provisionalism

Speech or other behavior which appears evaluative increases defensiveness. If by expression, manner of speech, tone of voice or verbal content the sender seems to be evaluating or judging the listener, then the receiver goes on guard. Of course, other factors may inhibit the reaction. If the listener thought that the speaker regarded him as an equal and was being open and spontaneous, for example, the evaluativeness in a message would be neutralized and perhaps not even perceived. This same principle applies equally to the other five categories of potentially defense-producing climates. The six sets are interactive.

Because our attitudes toward other persons are frequently, and often necessarily, evaluative, expressions which the defensive person will regard as nonjudgmental are hard to frame. Even the simplest question usually conveys the answer that the sender wishes or implies the response that would fit into his value system. A mother, for example, immediately following an earth tremor that shook the house, sought for her small son with the question: "Bobby, where are you?" The timid and plaintive "Mommy, I didn't do it." indicated how Bobby's chronic mild defensiveness predisposed him to react with a projection of his own guilt and in the context of his chronic assumption that questions are full of accusation.

Anyone who has attempted to train professionals to use information-seeking speech with neutral effect appreciates how difficult it is to teach a person to say even the simple "Who did that?" without being seen as accusing. Speech is so frequently judgmental that there is a reality base for the defensive interpretations which are so common.

When insecure, group members are particularly likely to place blame, to see others as fitting into categories of good or bad, to make moral judgments of their colleagues, and to question the value, motive and affect loadings of the speech which they hear. Since value loadings imply a judgment of others, a belief that the standards of the speaker differ from his own causes the listener to become defensive.

Descriptive speech, in contrast to that which is evaluative, tends to arouse a minimum of uneasiness. Speech acts which the listener perceives as genuine requests for information or as material with neutral loadings are descriptive. Specifically, presentations of feelings, events, perceptions or processes which do not ask or imply that the receiver change behavior or attitude are minimally defense producing. The difficulty in avoiding overtone is illustrated by the problems of news reporters in writing stories about unions, communists, Negroes and religious activities without tipping off the "party" line of the newspaper. One can often tell from the opening words in a news article which side the editorial policy favors.

Speech which is used to control the listener evokes resistance. In most of our social intercourse someone is trying to do something to someone else--to change an attitude, to influence behavior or to restrict the field of activity. The degree to which attempts to control produce defensiveness depends upon the openness of the effort, for a suspicion that hidden motives exist heightens resistance. For this reason, attempts of nondirective therapists and progressive educators to refrain from imposing a set of values, a point of view or a problem solution upon the receivers meet with many barriers. Since the norm is control, noncontrollers must earn the perceptions that their efforts have no hidden motives. A bombardment of persuasive "messages" in the fields of politics, education, special causes, advertising, religion, medicine, industrial relations and guidance has bred cynical and paranoidal responses in listeners.

Implicit in all attempts to alter another person is the assumption by the change agent that the person to be altered is inadequate. That the speaker secretly views the listener as ignorant, unable to make his own decisions, uninformed, immature, unwise or possessed of wrong or inadequate attitudes is a subconscious perception which gives the latter a valid base for defensive reactions.

Methods of control are many and varied. Legalistic insistence on detail, restrictive regulations and policies, conformity norms and all laws are among the methods. Gestures, facial expressions, other forms of nonverbal communication, and even such simple acts as holding a door open in a particular manner are means of imposing one's will upon another and hence are potential sources of resistance.

Problem orientation, on the other hand, is the antithesis of persuasion. When the sender communicates a desire to collaborate in defining a mutual problem and in seeking its solution, he tends to create the same problem orientation in the listener; and, of greater importance, he implies that he has no predetermined solution, attitude or method to impose. Such behavior is permissive in that it allows the receiver to set his own goals, make his own decisions and evaluate his own progress--or to share with the sender in doing so. The exact methods of attaining permissiveness are not known, but they must involve a constellation of cues and they certainly go beyond mere verbal assurances that the communicator has no hidden desires to exercise control.

When the sender is perceived as engaged in a stratagem involving ambiguous and multiple motivations, the receiver becomes defensive. No one wishes to be a guinea pig, a role player or an impressed actor, and no one likes to be the victim of some hidden motivation. That which is concealed, also, may appear larger than it really is with the degree of defensiveness of the listener determining the perceived size of the suppressed element. The intense reaction of the reading audience to the material in the Hidden Persuaders indicates the prevalence of defensive reactions to multiple motivations behind strategy. Group members who are seen as "taking a role," as feigning emotion, as toying with their colleagues, as withholding information or as having special sources of data are especially resented. One participant once complained that another was "using a listening technique" on him!

A large part of the adverse reaction to much of the so-called human relations training is a feeling against what are perceived as gimmicks and tricks to fool or to "involve" people, to make a person think he is making his own decision or to make the listener feel that the sender is genuinely interested in him as a person. Particularly violent reactions occur when it appears that someone is trying to make a strategem appear spontaneous. One person has reported a boss who incurred resentment by habitually using the gimmick of "spontaneously" looking at his watch and saying, "My gosh, look at the time--I must run to an appointment." The belief was that the boss would create less irritation by honestly asking to be excused.

Similarly, the deliberate assumption of guilelessness and natural simplicity is especially resented. Monitoring the tapes of feedback and evaluation sessions in training groups indicates the surprising extent to which members perceive the strategies of their colleagues. This perceptual clarity may be quite shocking to the strategist, who usually feels that he has cleverly hidden the motivational aura around the "gimmick."

This aversion to deceit may account for one's resistance to politicians who are suspected of behind-the-scenes planning to get his vote, to psychologists whose listening apparently is motivated by more than the manifest or content-level interest in his behavior, or to the sophisticated, smooth or clever person whose "one-upmanship" is marked with guile. In training groups the role-flexible person frequently is resented because his changes in behavior are perceived as strategic maneuvers.

In contrast, behavior which appears to be spontaneous and free of deception is defense reductive. If the communicator is seen as having a clean id, as having noncomplicated motivations, as being straightforward and honest and as behaving spontaneously in response to the situation, he is likely to arouse minimal defense.

When neutrality in speech appears to the listener to indicate a lack of concern for his welfare, he becomes defensive. Group members usually desire to be perceived as valued persons, as individuals of special worth and as objects of concern and affection. The clinical, detached, person-is-an-object-of-study attitude on the part of many psychologist-trainers is resented by group members. Speech with low affect that communicates little warmth or caring is in such contrast with the affect-laden speech in social situations that it sometimes communicates rejection.

Communication that conveys empathy for the feelings and respect for the worth of the listener, however, is particularly supportive and defense reductive. Reassurance results when a message indicates that the speaker identifies himself with the listener's problems, shares his feelings and accepts his emotional reactions at face value. Abortive efforts to deny the legitimacy of the receiver's emotions by assuring the receiver that he need not feel bad, that he should not feel rejected, or that he is overly anxious, though often intended as support giving, may impress the listener as lack of acceptance. The combination of understanding and empathizing with the other person's emotions with no accompanying effort to change him apparently is supportive at a high level.

The importance of gestural behavioral cues in communicating empathy should be mentioned. Apparently spontaneous facial and bodily evidences of concern are often interpreted as especially valid evidence of deep-level acceptance.

When a person communicates to another that he feels superior in position, power, wealth, intellectual ability, physical characteristics or other ways, he arouses defensiveness. Here, as with the other sources of disturbance, whatever arouses feelings of inadequacy causes the listener to center upon the affect loading of the statement rather than upon the cognitive elements. The receiver then reacts by not hearing the message, by forgetting it, by competing with the sender, or by becoming jealous of him.

The person who is perceived as feeling superior communicates that he is not willing to enter into a shared problem-solving relationship, that he probably does not desire feedback, that he does not require help, and/or that he will be likely to try to reduce the power, the status or the worth of the receiver.

Many ways exist for creating the atmosphere that the sender feels himself equal to the listener. Defenses are reduced when one perceives the sender as being willing to enter into participative planning with mutual trust and respect. Differences in talent, ability, worth, appearance, status and power often exist, but the low defense communicator seems to attach little importance to these distinctions.

The effects of dogmatism in producing defensiveness are well known. Those who seem to know the answers, to require no additional data and to regard themselves as teachers rather than as coworkers tend to put others on guard. Moreover, in my experiment, listeners often perceived manifest expressions of certainty as connoting inward feelings of inferiority. They saw the dogmatic individual as needing to be right, as wanting to win an argument rather than solve a problem, and as seeing his ideas as truths to be defended. This kind of behavior often was associated with acts which others regarded as attempts to exercise control. People who were "right" seemed to have low tolerance for members who were "wrong," that is, those who did not agree with the sender.

One reduces the defensiveness of the listener when he communicates that he is willing to experiment with his own behavior, attitudes and ideas. The person who appears to be taking provisional attitudes, to be investigating issues rather than taking sides on them, to be problem solving rather than debating, and to be willing to experiment and explore tends to communicate that the listener may have some control over the shared quest or the investigation of the ideas. If a person is genuinely searching for information and data, he does not resent help or company along the way.

Conclusion

The implications of the above material for the parent, the teacher, the manager, the administrator or the therapist are fairly obvious.

Arousing defensiveness interferes with communication and thus makes it difficult--and sometimes impossible--for anyone to convey ideas clearly and to move effectively toward the solution of therapeutic, educational or managerial problems.

ANSWER SHEET FOR UNIT 3

Unit 3: Behavior Description

1. The definition which follows has three parts missing. Complete it by writing in the letter of the correct completion from the list below. One letter signifying a group of missing words belongs in each of the three blank spaces.

Behavior description means __d__ of others without __f__ or __a__.

a. Making accusations or generalizations about motives, attitudes or personality traits

b. Reporting your interpretation of the actions

c. Making clear your feelings about the actions

d. Reporting specific, observable actions

e. Giving operational interpretations of a set of interpersonal behaviors

f. Placing a value on them as right or wrong

g. Showing approval in a condescending manner

FILM INTRODUCTION

Unit 4
Handout 1

This film is composed of three episodes in which three persons respond with emotions to someone off-camera.

The common feeling expressed is anger.

The film demonstrates how one feeling can be expressed indirectly in many ways.

Please identify and be prepared to share the different ways the feeling was expressed in each episode.

DESCRIPTION OF FEELINGS
A Basic Communication Skill for
Improving Interpersonal Relationships

Unit 4
Handout 2

The Problem

To communicate your own feelings accurately or to understand those of others is difficult.

First, expressions of emotion take many different forms. Feelings can express themselves in bodily changes, in actions and in words. (See the diagram on the next page.)

Second, any specific expression of feeling may come from very different feelings. A blush, for example, may indicate the person is feeling pleased, but it may also indicate that he feels annoyed, embarrassed or uneasy.

Likewise, a specific feeling does not always get expressed in the same way. For example, a child's feeling of affection for his teacher may lead him to blush when she stands near his desk, to touch her as he passes her, to watch her as she walks around the room, to tell her "You're nice," to bring his pet turtle to show her, etc.; different forms of expression indicate the child's feeling of affection.

Communication of feelings, thus, is often inaccurate or even misleading. What looks like an expression of anger, for example, often turns out to result from hurt feelings or from fear.

A further obstacle to the accurate communication of feelings is that your perception of what another is feeling is based on so many different kinds of information. When somebody speaks, you notice more than just the words he says. You note his gestures, voice tone, posture, facial expression, etc. In addition, you are aware of the immediate present

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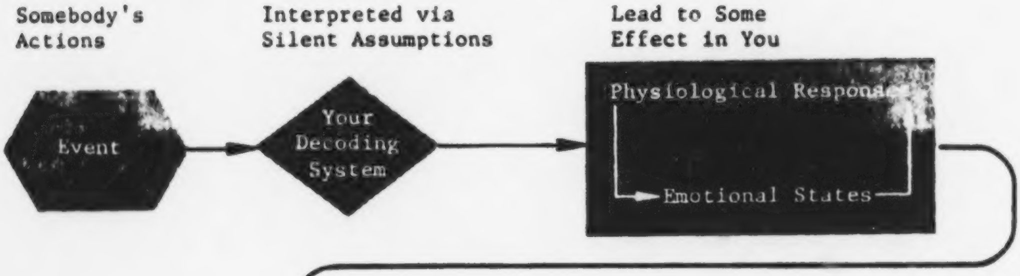
John L. Wallen

HOW EMOTIONAL STATES EXPRESS THEMSELVES

Unit 4
Handout 2


Somebody's Actions
Interpreted via Silent Assumptions
Lead to Some Effect in You
Event
Your Decoding System
Physiological Response
Emotional States

Physiological Expression: Heart Rate, Breathing, Blushing, Sweating, Weeping, Trembling...

Expression in Actions: Hugging, Smiling, Hitting, Looking At or Away, Slouching, Biting Lips...

Even when you are unaware of your feelings, your emotional state may express itself in these ways.

Expression in Words:

COMMANDS: "Shut up!"
QUESTIONS: "Is it safe to drive this fast?"
ACCUSATIONS: "You don't care about me."
NAME-CALLING: "You're rude."
SARCASM: "You certainly make a person feel appreciated!"
JUDGMENTS:
  Approval: "You're wonderful!"
  Disapproval: "You talk too much."

DESCRIPTIONS OF FEELING:

"I hurt too much to hear any more."
"I'm afraid of going this fast."
"It hurt my feelings when you forgot my birthday."
"I felt put down when you ignored my comment."
"I resent it that you don't seem to appreciate what I did for you."
"I really enjoy your sense of humor."
"I'm getting bored and beginning to tune out."

You can describe your feelings only when you are aware of what they are.

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situation--the context in which the interaction is occurring. You are aware of whether somebody is watching, for example. Therefore, you make assumptions about how the situation influences what the other is feeling. Beyond all of this you also have expectations based on your past experiences with the other individual.

You make inferences from all of this information--words, nonverbal cues, the situational context, your expectations of the other. These inferences are influenced by your own current emotional state. What you perceive the other to be feeling, then, often depends more upon what vou are feeling than upon the other person's actions or words. For example, if you are feeling guilty about something, you may perceive others as angry with you. If you are feeling depressed and discouraged about yourself, others may seem to be expressing disapproval of you.

Communicating your own and understanding the feelings of others is an extremely difficult task. And, yet, if you wish others to respond to you as a person, you must help them understand how you feel. Likewise, if you are concerned about the other as a person and about your relationship with him, you must try to understand his emotional reactions.

The Skill

Although we usually try to describe our ideas clearly and accurately, we often do not try to describe our feelings clearly. Feelings get expressed in many different ways, but we do not usually attempt to identify the feeling itself.

One way to describe a feeling is to identify or name it. "I feel angry." "I feel embarrassed." "I feel comfortable with you." However, we do not have enough names of labels to encompass the broad range of human emotions, and so we invent other ways to describe our feelings, such as the use of similes. "I feel like a tiny frog in a huge pond." A girl, whose friendly overture had just been rebuffed, said, "I feel like I have just had an arm amputated."

A third way to describe a feeling is to report what kind of action the feeling urges you to do. "I feel like hugging and hugging you." "I'd like to slap you." "I wish I could walk off and leave you."

In addition, many figures of speech serve as descriptions of feeling. "I just swallowed a bushel of spring sunshine."

Describing Your Own Feelings

When describing your feelings, try to make clear what feelings you are experiencing by identifying them. The statement must (1) refer to "I," "me," or "my," and (2) specify some kind of feeling by name, simile, action urge or other figure of speech.

The following examples show the relation between two kinds of expressions of feeling, (1) those that describe what the speaker is feeling, and (2) those that do not. Notice that expressions of feeling which describe the speaker's emotional state are more precise, less capable of misinterpretation and, thus, convey more accurately what feelings are affecting the speaker.

Expressing feeling by describing your emotional state	Expressing feeling without describing your emotional state
"I feel embarrassed." "I feel pleased." "I feel annoyed."	Blushing and say nothing.
"I feel angry!" "I'm worried about this." "I feel hurt by what you said."	Suddenly becoming silent in the midst of a conversation.

"I enjoy her sense of humor."
"I respect her abilities and competence."
"I love her but I feel I shouldn't say so."

"She's a wonderful person."

"I hurt too much to hear any more."
"I feel angry at myself."
"I'm angry with you."

"Shut up!!!"

Because emotional states express themselves simultaneously in words, in actions and in physiological changes, a person may convey contradictory messages about what he is feeling. For example, his actions (a smile or laugh) may contradict his words (that he is angry). The clearest emotional communication occurs when the speaker's description of what he is feeling matches and, thus, amplifies what is being conveyed by his actions and other nonverbal expressions of feeling.

The aim in describing your own feelings is to start a dialogue that will improve your relationship with the other person. After all, others need to know how you feel if they are to take your feelings into account. Negative feelings are indicator signals that something may be going wrong in a relationship with another person. To ignore negative feelings is like ignoring a warning light that indicates an electrical circuit is overloaded. Negative feelings are a signal that the two of you need to check for misunderstanding and faulty communication.

After discussing how each sees the situation or your relationship, you may discover that your feelings resulted from false perceptions of the situation and of the other person's motives. In this case, your feelings would probably change. However, the other may discover that his actions are arousing feelings in you that he wasn't aware of--feelings that others beside you might experience in response to his behavior--and he may change.

In short, describing your feelings should not be an effort to coerce the other into changing so that you won't feel as you do. Rather, you report your inner state as just one more piece of information that is necessary if the two of you are to understand and improve your relationship.

Perception Check

You describe what you perceive to be the other's inner state in order to check whether you understand what he feels. That is, you test to see whether you have decoded his expressions of feeling accurately. You transform his expressions of feeling into a tentative description of his feeling. A good perception check conveys this message, "I want to understand your feelings--is this (making a description of his feelings) the way you feel?"

Examples:

> "I get the impression you are angry with me. Are you?"
> (NOT: "Why are you so angry with me?" This is mind reading, not perception checking.)
>
> "Am I right that you feel disappointed that nobody commented on your suggestion?"
>
> "I'm not sure whether your expression means that my comment hurt your feelings, irritated or confused you."

Note that a perception check describes the other's feelings, and does not express disapproval or approval. It merely conveys, "This is how I understand your feelings. Am I accurate?"

Communication by Words

Any spoken statement can convey feelings. Even the factual report, "It's three p.m." can be said in such a way that it expresses anger or disappointment. However, the words do not convey the feelings; the speaker's nonverbal actions do. His voice tone, emphasis, gestures, facial expression convey anger or disappointment.

The content of some sentences, however, appears as feelings even when you cannot see or hear the speaker. In such cases the topic or the wording itself reveals that feelings are present in the speaker.

There are two different ways of communicating feelings by words--two different kinds of verbal expressions of feelings.

A. The sentence conveys feeling by describing specifically what the speaker is feeling. (Examples: "I am disappointed." "I feel left out." "I like you.") The emotional state of the speaker is the topic or content of the sentence. The speaker's feeling is identified by some word or phrase such as "disappointed," "left out," "like." That is, the speaker's feeling is described.

B. The sentence conveys feelings but does not describe what the speaker feels. (Examples: "Oh, Heck!" "Get out!" "I thought you'd never get here.") Strong feeling obviously is behind each of the examples, but the statement does not describe the feeling itself. We may feel sure what the feeling is, but the statement does not identify it.

Directions

The exercise on the next page is designed to help you learn as you go through it. It is NOT A TEST. For this reason do not fill out all items before discussing them. DO ONE ITEM AT A TIME as the following steps indicate.

A. Read the introductory paragraphs on the next page to yourself.

B. Fill in your responses to ITEM 1.

C. Compare your responses to ITEM 1 with those of the other members of your trio. If you did not all answer alike, what are the reasons for the different responses?

D. One member of your trio should now read aloud that paragraph which discusses the responses to ITEM 1. Discuss this until you all believe you understand the point being made.

E. Repeat Steps B, C and D for ITEM 2. Then continue this process for each item in turn until you have completed all ten items.

Exercise

Unit 4
Handout 3

Put a D before each sentence below that conveys feeling BY DESCRIBING the speaker's emotional state.

Put an N before each sentence that conveys feeling but DOES NOT DESCRIBE or identify the speaker's emotional state.

1. (___) a. Shut up! Not another word out of you!
(___) b. I'm really annoyed by what you just said.

2. (___) a. Can't you see I'm busy? Get out!
(___) b. I'm beginning to resent your constant interruptions.
(___) c. You have no consideration for anybody else's feelings. You're completely selfish.

3. (___) a. I feel discouraged because of some things that happened today.
(___) b. This has been an upsetting day.

4. (___) a. You're a wonderful person.
(___) b. I really like you.

5. (___) a. I feel comfortable and free to be myself when I'm around you.
(___) b. We all feel you're a wonderful person.
(___) c. Everybody likes you.

6. (___) a. If things don't improve around here, I'll look for a new job.
(___) b. Did you ever hear of such a lousy outfit as this is?
(___) c. I'm afraid to admit that I need help with my work.

7. (___) a. This is a very poor exercise.
(___) b. I feel this is a very poor exercise.
(___) c. I'm confused, frustrated and annoyed by this exercise.

8. (___) a. I feel inadequate when teaching that particular subject.
(___) b. I am inadequate in teaching that particular subject.

9 (___) a. I am a failure; I'll never amount to anything.
(___) b. That teacher is awful. He didn't teach me anything.
(___) c. I'm depressed and discouraged because I did so poorly on that test.

10. (___) a. I feel lonely and isolated in my group.
(___) b. For all the attention anybody pays to me I might as well not be in my group!
(___) c. I feel that nobody in my group cares whether I am there or not.

Discussion of Responses

Unit 4
Handout 3

Review of Procedures

A. COMPARE your responses to ITEM 1 with those of the other members of your trio. If you did not all answer alike, what are the reasons for the different responses?

B. One member of each trio should read aloud the paragraph below for each response to ITEM 1. Discuss each until you all believe you understand the point being made.

C. Repeat steps for ITEM 2. Then continue this process for each item in turn until you have completed all ten items.

Be sure to look up the correct item number. The paragraphs have been scrambled so you won't look accidentally at the responses for the next item to be worked on.

Item 1: Expression a...N. Commands such as these convey strong emotion without describing what kinds of feeling evoked the commands.

Expression b...D. The speaker conveys his feeling by describing himself as annoyed. Thus, the statement not only expresses feeling; it also names the feeling.

Item 7: Expression a...N. This statement expresses a negative value judgment. It conveys some kind of negative feelings without describing them.

Expression b...N. Although the speaker begins by saying, "I feel..." he does not then tell what he is feeling. Instead he passes a negative value judgment on the exercise. Note that merely tacking the words "I feel" on the front of a sentence does not turn it into a description of feeling. People often say "I feel" when they mean "I think" or "I believe." For example, "I feel the Red Sox will win." or "I feel it will rain tomorrow."

Expression c...D. The speaker specifies that he feels confused, frustrated and annoyed. He describes his feelings but does not evaluate the exercise itself.

Item 7 Although we can disagree with value judgments expressed by another person we should not deny that he feels whatever he feels. If Joe says the exercise is poor and Jill says it is good, an argument may ensue about which it "really" is. However, if Joe says he was frustrated by the exercise and Jill says she was pleased and stimulated by it, no argument should follow. Each person's reaction is what it is. Of course, discussion about what causes each to feel as he does may provide important information about each person and about the exercise itself.

Many persons who say they are unaware of what they feel, habitually express value judgments about others without recognizing that they are thereby expressing positive or negative feelings.

Item 10: Expression a...D. Conveys feelings by describing the speaker as feeling lonely and isolated.

Expression b...N. Conveys negative feelings without telling whether the speaker feels angry, lonely, disappointed, hurt or what.

Expression c...N. Because it begins with "I feel" this kind of expression is often thought to describe the speaker's feelings. Notice, however, that the last part of the sentence really tells what the speaker assumes the others in the group feel about him and not what the speaker feels.

> Expression c and a relate to each other as follows: "Because I believe or assume that nobody in my group cares whether I am there or not, I feel lonely and isolated."

Item 4: Expression a...N. This sentence states a value judgment. It conveys positive feelings toward the other without describing what they are. Does the speaker like the other, respect him, enjoy him, love him or what? The expression does not tell us.

Expression b...D. The speaker conveys positive feeling by describing it as liking for the other.

Item 2: Expression a...N. Strong feeling is conveyed by the question and accompanying command, "Get out!" but the feeling itself is not described.

Expression b...D. The speaker's feeling is described as resentment.

Expression c...N. The speaker makes charges and accusations about the other. The accusations certainly convey strong negative feelings. However, because the feelings are not identified we do not know whether the accusations stem from anger, disappointment or hurt feelings.

Item 6: Expression a...N. Conveys negative feelings about the organization without describing them. Talks about the condition of things in this organization and not about the speaker's inner state.

Expression b...N. A rhetorical question that expresses a negative value judgment about the organization. It certainly conveys some kind of negative feeling, but does not describe what it is.

Expression c...D. A clear description of how the speaker feels in relation to his job. He feels afraid.

> Expressions a and b are attacks or criticisms of the organization that could result from the kind of fear described in c. Notice expressions that convey anger turn out to result from fear. Many expressions of anger result from fear, hurt feelings, disappointment or loneliness, but because the basic feelings are not described, the other person does not understand the speaker's true feelings.

Item 9: Expression a...N. Another example of the subtle distinction introduced in Item 8. The speaker is conveying strong negative feelings about himself ("I am a failure.") The statement does not describe his feelings, however.

Expression b...N. Instead of taking it out on himself, the speaker blames the teacher. His value judgment conveys negative feelings, but it does not describe what the speaker feels.

Expression c...D. Conveys feeling by describing the speaker's emotional state as depressed and discouraged.

Expressions a and c illustrate the important difference between labeling oneself and describing one's feelings. Feelings can and do change. To say that I am now depressed and discouraged does not imply that I will or must always feel the same. However, if I label myself as a failure, if I truly think of myself as a failure, I increase the probability that I will act like a failure.

One girl stated this important insight for herself this way, "I always thought I was a shy person. Now I have discovered that I am not shy although at times I feel shy." No longer did she keep herself from trying new things she wanted by reminding herself that she was too shy.

Item 5: Expression a...D. A clear and specific description of how the speaker feels when around the other person.

Expression b...N. Although this conveys positive feeling toward the other, it does not say that the speaker feels this way. To be a description of feeling, the statement should use, "I," "me," "my," or "mine" to make clear the feelings are in the speaker. Secondly, "you're a wonderful person" is a value judgment which does not specify what feeling is behind it. (See Item 4.a)

Expression c...N. The statement is not about the speaker and his feelings but refers to everybody. It is true that a feeling is named in the statement, but the speaker does not make clear the feeling is in him. A description of feeling must contain "I," "me," "my" or "mine."

> Note how much more personal and warm you feel when another says to you that he likes you rather than everybody likes you. Do you find it more difficult to tell another, "I like you" or "Everybody likes you"?

Item 8: Expression a...D. Conveys feeling by describing the feeling as one of inadequacy.

Expression b...N. Careful! This sounds much the same as a. However, it really says the person is inadequate. The person labels himself as inadequate. True, he conveys negative feelings about himself, but he does not describe them.

> This subtle difference was introduced because many people confuse feeling inadequate with being inadequate. A person may feel inadequate when teaching a certain subject and yet do an excellent job of it. Likewise, a person may feel adequate and competent in a subject and perform poorly.

One sign of emotional maturity may be when a person functions adequately while feeling inadequate. He does not let the feelings prevent him from doing the best he can because he knows the difference between feelings and performance.

Item 3: Expression a...D. Describes the speaker as feeling discouraged.

Expression b...N. Conveys negative feelings without describing what they are. The statement appears to be about the kind of day it was when, in fact, it is an expression of the way the speaker is feeling. We cannot tell from this expression whether the speaker is feeling depressed, annoyed, lonely, humiliated or rejected.

Unit 4: Description of Feelings and Perception Check

1. Put a check beside each of the following which describe feelings.

__X___"I feel pleased."

______"She's a wonderful person."

__X___"I'm worried about this."

______"I feel that it's time to go."

______"Shut up."

2. Put a check beside each of the following which is a "perception check."

______"Why are you so angry with me?"

__X___"Am I right that you feel disappointed that nobody commented on your suggestion?"

__X___"I get the impression that you agree. Do you?"

______"I see that we are ready to end the meeting."

The Problem

The first four units focused on the ways people say things verbally. Much is communicated by the words we use and the emphasis, or inflection, we give them. We also communicate in nonverbal ways such as frowning, crossing our arms, looking at the floor as we speak, blushing, looking at the clock or beckoning with a hand. Some nonverbal behaviors convey an idea such as putting a finger to your lips in a gesture of silence. Some indicate feelings such as smiling or pounding your fist on a desk.

Nonverbal behavior is often more spontaneous than the words we use. It can present, therefore, a clearer picture of the meaning which the speaker intends to communicate than his words alone. There is a potential problem however. UNLESS WE USE THE SKILL OF PERCEPTION CHECK, WE MAY SOMETIMES BE INTERPRETING THE OTHER PERSON'S NONVERBAL CUES INCORRECTLY. We may think a person has closed his eyes because he is bored, when actually he closed them so as to concentrate better or to listen more closely to what is being said. It's important to be sure we know the correct meaning of the nonverbal behavior when it influences us in the communication.

Another possible problem can arise when you communicate things nonverbally that you are unaware of. You probably use many spontaneous nonverbal mannerisms that you are unaware of. These are part of your personal style of interpersonal communications. Some of these mannerisms may have obvious meaning to others. Some mannerisms you use may only be understood correctly by those who know you well. They may cause frequent confusion or misunderstanding for those who do not know you well. It can be important to become aware of the nonverbal mannerisms which are part

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of your style. You can then use them in a way that matches what you are saying. You can then also help others to learn what they mean as part of your personal, individual style of communicating. For example, you might find it is helpful to tell others, "People sometimes think I'm doubting them when they see me raise my eyebrows. That's generally not the case for me. I have a habit of raising my eyebrows when I hear something that especially interests me."

The Skills

Three skills can help improve nonverbal interpersonal communication. The first skill is "perception check," which was described in Unit 4, Handout 2, page 77. If you believe a person's nonverbal behavior is influencing your reaction to that person, you may be wise to check whether you have a correct understanding of the behavior. You are saying, "This is what I see. This is how I understand your nonverbal behavior. Am I accurate?"

The second skill is to recognize your own nonverbal behaviors. This is a difficult thing to learn. Few people have experience with observing themselves as they communicate. One way to do it is to use films or videotapes. An opportunity to use such expensive equipment to "see ourselves as others see us" can be revealing and extremely helpful. Another way to get such "feedback" is to ask others to watch you and describe your behaviors to you. You can learn to watch for clues that you may be communicating meanings nonverbally that are causing problems. If you suspect this is happening, it can sometimes help to suggest that the other person share his perception of how you are reacting. Getting him to use "perception check" may lead to a needed clarification as well as provide "feedback" to you about nonverbal behavior you are unaware of.

The third skill involves giving and receiving feedback, i.e., sharing impressions of and reactions to the other person's behavior. A number of guidelines for giving and receiving feedback are suggested in Unit 6. Two especially important ones for clarifying meanings of nonverbal behavior are paraphrasing to be sure you understand what the other is seeing in you and being specific in asking him to observe your nonverbal mannerisms. Examples of being specific would be to say,

> "Watch and tell me after the meeting whether there are times you think I appeared to be bored."

OR

> "Have I been doing anything as you spoke that indicated times I agreed or disagreed with your ideas?"

HOW DO YOU EXPRESS YOUR FEELINGS?

Unit 5
Handout 2

Do these five exercises individually. When everyone has finished, discuss the different possibilities that the group members have written down. If you have any questions refer back to the paper on Description of Feelings.

Below are some feelings you may have experienced. For each of these you are to report two different ways that you express such feelings.

The first answer should be some way that would express but not describe your feelings. The second answer should report how you might express such feelings by actions without using words.

1. When you feel bored with what is going on in a group, how does your feeling usually express itself?

   In words?

   Without words?

2. When you feel very annoyed with another staff member, but reluctant to say so openly, how does your feeling usually express itself?

   In words?

   Without words?

3. Another person says or does something to you that deeply hurts your feelings; how does your feeling usually express itself?

   In words?

   Without words?

4. Another person asks you to do something that you are afraid you cannot do very well. You also do not wish him to know that you feel inadequate; how do your feelings express themselves?

   In words?

   Without words?

5. When you feel fondness and affection for another person and at the same time are not sure the other feels the same toward you, how does your feeling usually express itself?

   In words?

   Without words?

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OBSERVATION GUIDE: Nonverbal Communication and Perception Check

Unit 5
Handout 3

1. All participants: List in the left hand column (of A only) the nonverbal behaviors you want your observer/partner to watch for. Then exchange papers with your partner.

2. All observer/partners: You will be making appropriate notes in the columns below for both A and B. Include times when your partner seems to be communicating one thing verbally and something else nonverbally. Also note those nonverbal behaviors which appear to you to convey an idea or feeling. After the discussion, quickly complete the two righthand columns which supply information for you to do a perception check with your partner.

A. NONVERBAL THINGS I DO WHICH MY PARTNER SHOULD WATCH FOR			PERCEPTION CHECK	
			My guess is he	
Behavior to watch for	What I heard him say	What I saw him do	really thinks	really feels

B. NONVERBAL THINGS WHICH THE INDIVIDUAL DOES THAT HE MAY NOT BE AWARE OF			PERCEPTION CHECK	
			My guess is he	
Behavior to watch for	What I heard him say	What I saw him do	really thinks	really feels

PTA COMMITTEE

You are all members of a PTA. The high school principal has reported the following at the last meeting:

a. The school personnel responsible for running school social activities have informed him that attendance is falling off, and that they are finding it difficult to finance bands, etc. at these events.

b. The school counselor has picked up from an increasing number of students that they feel rejected about being left out of home parties.

c. Some parents have complained about the poor chaperonage which exists at one home which is a popular party place.

After some discussion at the PTA meeting, the president appointed a committee to recommend policy on this problem to the PTA and the school administration. Two of the persons on the committee are known to be in favor of strengthening the school party system.

FACULTY COMMITTEE

Unit 5
Handout 4
(Trio B)

You are all teachers who have been asked by the superintendent to serve on a committee to study and revise the district policy on student absenteeism. Although each of you has been selected because of demonstrated leadership on other district committees, you have never worked together before.

The present policy requires that three unexcused absences from any class results in the student's being suspended from school. Some teachers think that attendance in all classes should be voluntary. Parents of some suspended students have been quite critical of the policy because they think the school abdicates responsibility by suspending students. Student leaders have requested a change in the way absenteeism is handled.

You have been asked to develop recommendations for new policy which can be presented to the Board at its next meeting Friday night.

ANSWER SHEET FOR UNIT 5

Unit 5
Handout 5

Unit 5: Nonverbal Communication and Perception Check

1. We may sometimes be interpreting the other person's nonverbal cues incorrectly unless we use the skill of:

   ______ Paraphrasing

   ______ Perceiving

   ______ Feedback

   ______ Behavior Description

   __X__ Perception Check

THE CONCEPT OF FEEDBACK

Bats flying blindfolded through a maze of tightly stretched piano wires and blindfolded porpoises avoiding obstacles while swimming at top speed share an important phenomena: both are sending out sound waves which bounce off surrounding objects. The reflected sounds return to the animals and are interpreted almost instantaneously to give them an accurate picture of their surroundings. Thus, the animals "see" by listening to the responses from messages they have sent. These returning messages are called "feedback."

Although electronic scientists used the principle of feedback to develop radar, they had to overcome many difficult problems. They had to be sure outgoing signals would scan all possible relevant objects; they had to be sure that the returning feedback signals were heard--were accurately understood--and that the most important ones were sorted out from the many feedback messages being received.

The concept of feedback can be applied to interpersonal communications. Through our behaviors, each of us sends many messages to those around us. When someone shares his reaction to one of those messages, he is giving us feedback. The purpose of giving feedback to another is to increase our shared understanding about behavior, feelings and motivations; to help develop a growth relationship. When we give feedback, we should describe the behaviors we have observed as well as share our reactions; if not, the receiver has only a reaction and no understanding of the basis for it. Also, the giver of feedback is more helpful to the receiver if he describes specific perceptions and reactions.

A receiver of feedback must listen to the feedback and understand it correctly. Here we can put to use our skills of paraphrasing and perception check. It is also appropriate to ask for feedback about specific behaviors. For example, I may wonder what your reactions have been to my silence during group conversations; I have a concern about your reactions because I would like to know you better. Asking you for feedback will do two things: give me your reaction to my silence and help build trust and openness between us. Thus, feedback can clarify perceptions and help us see ourselves as others see us. It helps us to know the specific reactions that different individuals have to our behavior. Then we can better match our behaviors with our intentions. We also can more accurately match our verbal and nonverbal behaviors.

The Joe-Harry Window* and Feedback

The situation between you and any other specific person is illustrated by the following diagram, known as the Joe-Harry Window.

Things About Myself That I--

Things About Myself the Other Person:		Know	Do Not Know
	Knows	OPEN Common knowledge	BLIND Actually do not recognize
	Does Not Know	HIDDEN I avoid revealing or choose not to share	UNKNOWN Neither of us recognizes; unconscious potential

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*Adapted from "The Johari Window: A Graphic Model of Awareness in Interpersonal Relations" in Group Processes by Joseph Luft. Palo Alto, California: The National Press, 1963, 2nd ed., 1970, pp. 11-15.

As feedback is given and received, the "blind" and "hidden" area become smaller while the "open" area increases in size. It is not meant to be implied here that a person should be completely or indiscriminately open. There are things about each of us that are not relevant to the helping relationships we have with others. As those things that are relevant are shared, and as they are found to be helpful, a trust develops that allows us to explore and discover new abilities in our area of unknown potential.

Factors Affecting Feedback

The giving and receiving of feedback is influenced by factors within the giver, the receiver and the organizations where we work. First, factors within the giver allows the sharing of some reactions and holding back on others. These include values and ideologies, assumptions about how the receiver might react to the feedback, experiences with openness, trust level and willingness to take risks.

Second, factors within the receiver influence what feedback is really heard and what is screened out. They include values and ideologies, the image of self and strength of the need to maintain it, assumptions about the giver's intentions in sharing, and the receiver's norms of openness, trust and willingness to take risks.

Third, organizational factors affect the giving and receiving of feedback. They include the degree of formality and informality in procedures, amount of time available to build growth relationships, roles, building layout and norms within the organization of openness and sharing.

Facilitating Feedback

Awareness and use of guidelines for giving and receiving feedback can be a major help in facilitating constructive exchanges. Note that these are only guidelines, not hard and fast rules. There are undoubtedly situations for each guideline that call for exceptions.

Guidelines for GIVING Feedback

1. READINESS OF THE RECEIVER
   Give the feedback only when there are clear indications the receiver is ready to listen to it. If not ready, the receiver will be apt not to hear it or to misinterpret it.

2. DESCRIPTIVE, NOT INTERPRETIVE
   Giving feedback should be like acting as a "candid camera." It is a clear report of the facts, rather than your ideas about why things happened or what was meant by them. It is up to the receiver to consider the whys or the meanings or to invite the feedback giver to do this considering with him.

3. RECENT HAPPENINGS
   The closer the feedback is given to the time the event took place the better. When feedback is given immediately, the receiver is most apt to be clear on exactly what is meant. The feelings associated with the event still exist so that this, too, can be part of understanding what the feedback means.

4. APPROPRIATE TIMES
   Feedback should be given when there is a good chance it can be used helpfully. It may not be helpful if the receiver feels there is currently other work that demands more attention. Or, critical feedback in front of others may be seen as damaging rather than helpful.

5. NEW THINGS
   There is a tendency in giving feedback to say only the obvious. Consider whether the thing you are reacting to really may be new information for the receiver. Many times, the thing which may be helpful new information is not simply a report of what you saw the receiver doing, but rather the way it caused you to feel or the situation you felt it put you in.

6. CHANGEABLE THINGS
   Feedback should be about things which can be changed if the receiver chooses to do so.

7. NOT DEMAND A CHANGE
The concept of feedback should not be confused with requesting a person to change. The receiver can consider whether he wishes to attempt a change on the basis of new information. You may wish to include that you would like to see certain changes, but it is not apt to be helpful to say, in effect, "I have told you what's wrong with you, now change!"

8. NOT AN OVERLOAD
When learning how to give feedback, we sometimes tend to overdo it. It's as though we were telling the receiver, "I just happen to have a list of reactions here and if you'll settle back for a few hours I'll read them off to you." The receiver may prefer time to consider each item.

9. GIVEN TO BE HELPFUL
You should always consider your own reasons for giving your reactions. Are you trying to be helpful to the receiver? Or, are you unloading some of your own feelings or using the occasion to try to get the receiver to do something that would be helpful for you? For example, if you are angry at the other and wish to express it, say so, but include a description of the behaviors that caused the anger.

10. GIVER SHARES SOMETHING
Giving feedback can become "one-upsmanship." The receiver goes away feeling as though he's "not as good" as the giver, because it was his potential for improvement that was focused upon. The giver may see himself as having given a lecture from the lofty pinnacle of an imaginary state of perfection. The exchange often can be kept in better balance by the giver including some of his own feelings and concerns.

11. IS SPECIFIC, NOT GENERAL
Use quotes and give examples of what you are referring to.

Guidelines for RECEIVING Feedback

1. STATE WHAT YOU WANT FEEDBACK ABOUT
Help the giver provide useful reactions by asking for feedback about specific things.

2. CHECK WHAT YOU HAVE HEARD
Use paraphrasing to be sure you understand the giver's message. Because the topic is your own behavior, you may tend to move toward thinking about the meaning of the feedback before you are sure you are hearing what was intended.

3. SHARE YOUR REACTIONS TO THE FEEDBACK
As your own feelings become involved, you may forget to share your reactions to the feedback you have received. Knowing what was and was not helpful assists the giver in improving his skills at giving useful feedback. If he is uncertain about your reactions, he may be less apt to risk sharing in the future.

FEEDBACK REACTIONS

Unit 6
Handout 2

You probably have had many reactions to the other two members of your trio. They also have had reactions to you which you may wish to know about. Write on this handout those behaviors and reactions which you believe could be most helpful to explore together. You will be sharing these in your trio.

GIVING FEEDBACK: Behaviors I Have Seen and Reactions I Have Had But Have Not Shared

First trio member's name ______________________________

Describe Behaviors ——————→ My Reaction to Behaviors

Second trio member's name ______________________________

Describe Behaviors ——————→ My Reaction to Behaviors

RECEIVING FEEDBACK: Behaviors of Mine That I Would Like to Hear Reactions To

My Behaviors ——————→ Reactions Shared By Giver

ANSWER SHEET FOR UNIT 6

Unit 6: The Concept of Feedback

1. Check one answer for the following statement.

Feedback in interpersonal communications is defined as occurring when one person:

_____ Describes the behavior of another

_____ Interprets the meaning of the other's behavior to him

__X__ Shares his reaction to the behavior of another

_____ Paraphrases another's remark

_____ Evaluates the other's behaviors

2. Ten guidelines are suggested for giving feedback. Three of these guidelines are included in the following list. Check the three which are correct guidelines.

__X__ Readiness of the other to receive

_____ Describes givers feelings about other

_____ Seeking change in the other

__X__ About things that can be changed

_____ Summarizes past behavior

__X__ Given at an appropriate time

_____ Demands a response

_____ Doesn't concern the giver

3. Three guidelines are suggested for receiving feedback. Check the one included in the following list.

_____ Check the understanding of the giver

__X__ Share your reaction to the feedback

_____ Tell the giver what you intend to do about what he has told you

FILM INTRODUCTION

Unit 7
Handout 1

This film is about Jim, a teacher, talking with three individuals. You will each receive a briefing about Jim. After viewing the film you will go through a list of adjectives and check those you feel most apply to Jim.

ADJECTIVE CHECKLIST

Read your briefing sheet again and check the adjectives you believe best apply to Jim in these situations.

___ 1. Angry

___ 2. Misunderstood

___ 3. Hostile

___ 4. Fair

___ 5. Impatient

___ 6. Hard-working

___ 7. Tense

___ 8. Concerned

___ 9. Insecure

___ 10. Caring

___ 11. Resentful

___ 12. Pleasant

___ 13. Open

___ 14. Sensitive

___ 15. Weak

___ 16. Eager

___ 17. Discouraged

Add any others not listed here which you think apply.

Research has demonstrated perceptions are frequently influenced by expectations or mental set. Studies by Rosenthal and Jacobson, as reported in their book, Pygmalion in the Classroom,[1] indicated an extremely high degree of influence on expectation. For example, Rosenthal deliberately misinformed teachers in one school about the abilities of their pupils. Eighteen classroom teachers were told that results of an IQ test indicated "unusual" potential for intellectual gains among an average of 20 percent of the children. Eight months later these "unusual" children showed significantly greater gains in IQ than the remaining pupils in the class. A profound implication of this study, according to the authors, is that expectations can be self-fulfilling.

Subsequent research by many investigators using several different approaches has shown that teachers' expectations sometimes do function as self-fulfilling prophecies. These teacher expectations and students' reactions to them are likely to be quite crucial in individual cases, affecting the students' attitudes, self-concepts and achievement.[2]

If we expect an individual to behave in a certain way, it is more than likely we will see him behave that way. Murray[3] had subjects describe the picture of a man under two conditions--before and after they had played a game of "murder." The subjects tended to see much more maliciousness in the man's features after the game than before. Mental set can be an important factor in determining selective perception.

---

[1] Rosenthal, Robert and Lenore Jacobson. Pygmalion in the Classroom: Teacher Expectation and Pupils' Intellectual Development. New York: Holt, Rinehart & Winston, 1968.

[2] Brophy, Jere E. and Thomas L. Good. "Teacher Expectations: Beyond the Pygmalion Controversy." Phi Delta Kappan. 59(4): 276-277; December 1972.

[3] Murray, H. A. "The Effects of Fear Upon Estimates of the Maliciousness of Other Personalities." Journal of Social Psychology. 4:310-329; 1933.

Often, teachers who put "halos" on their favorite students or "dunce caps" on the troublemakers will interpret the student's behavior within their own expectations. This distortion of reality may have harmful effects on the good student as well as the poor student. It especially will affect the relationship between teacher and student. Obviously these implications are applicable to relationships other than teacher-student.

You have just participated in such an "expectation experiment." You were given two different briefings about "Jim." You can see the two listings of adjectives for "Jim" on the newsprint. You all watched the same film. You have discussed similarities and differences in the two lists of perceptions. In your trios discuss the influence of expectations on perceptions.

TRIO EXPECTATIONS

List two things you have come to expect about your behavior in the trio. Next, list the specific ways you think each of these expectations is affecting what you hear and see in the trio activity.

EXPECTATIONS OF SELF

Evidence indicates self-expectations have a significant influence on performance. If you expect to do poorly, your behavior will more than likely bear this out; thus, you have confirmed your self-expectations. This is known as the "self-fulfilling prophecy." Examples are abundant in our everyday experiences. The salesman who says, "You don't want to buy my product do you?" generally makes few sales. Most teachers are familiar with the student who expects to fail and, of course, does so or the student who says, "I can't do that," and doesn't try at all. Students may have low self-expectations because they feel frustrated when teacher expectations precede them into the classroom: expectations based on student performances during previous years, cumulative records, anecdotal data or even faculty room gossip.

We can probably think of many occasions in our own lives when situations have been entered with confidence and success has been achieved. Conversely, we may have failed in a similar situation which contained only one element of difference--our own attitude about ourselves and our abilities.

Unit 7: Expectations and Communication

1. The idea that expectations can be "self-fulfilling prophecies" means that if we expect an individual to behave in a certain way, it is more likely that:

____ He will behave as we expect

__X__ We will see him behaving as we expect

____ We will act in ways that make him behave the way we expect

____ We will be disappointed

SITUATION: GUS

Unit 8
Handout 1

Gus' Action: The band plays through the solo portion once. The director, Gus, then steps down from the podium towards Susan. "Now try it again - again - once more. No - no - sweetly - gently - again. No, this way." Gus takes the clarinet from Susan, plays the passage, and returns it to Susan saying, "There."

1. How would the incident make you feel if you were in Susan's place?

2. What did Gus do that would make you, as Susan, feel this way?

3. What would you (Susan) do in response to the incident?

INTENTION: GUS

Unit 8
Handout 2

Gus' Intention: As the music teacher and director of the high school band, Gus intends to develop the gentle melodic phrasing of the clarinet solo passages to be played by Susan, the first chair clarinetist in the concert band.

Now we know Gus' intention. The first handout presented Gus' action, which was public and observable by anybody. Your sextet has discussed the different effects his actions would have had if each of you were Susan. If your response to Gus' behavior matched his intentions, he produced the effect he intended. Did Gus produce his intended effect by his actions? If so, how? If not, why not?

THE INTERPERSONAL GAP

You cannot have your own way all the time. Your best intentions will sometimes end in disaster, while, at other times, you will receive credit for desirable outcomes you didn't intend. In short, what you accomplish is not always what you hoped.

The most basic and recurring problem in social life is the relation between what you intend and the effect of your actions on others. The key terms we use in attempting to make sense of interpersonal relations are "intentions," "actions" and "effect." "Interpersonal gap" refers to the degree of congruence between one person's intentions and the effect produced in the other. If the effect is what was intended, the gap has been bridged. If the effect is the opposite of what was intended, the gap has become greater.

Let us look more closely at the three terms.

The word "intentions" means the wishes, wants, hopes, desires, fears that give rise to actions. Underlying motives of which you may be unaware are not being referred to.

It is a fact that people may say after an action has produced some result, "That wasn't what I meant to do. That outcome wasn't what I intended." Or, "Yes, that's what I hoped would happen." We look at the social outcome and decide whether it is what we intended. Apparently, we can compare what we wished to happen with the outcome and determine whether they match.

Here are some examples of interpersonal intentions.

"I want him to like me."
"I want him to obey me."
"I want him to realize that I know a great deal about this subject."
"I don't want her to know that I am angry with her."
"I don't want to talk with him."
"I wish he would tell me what to do."

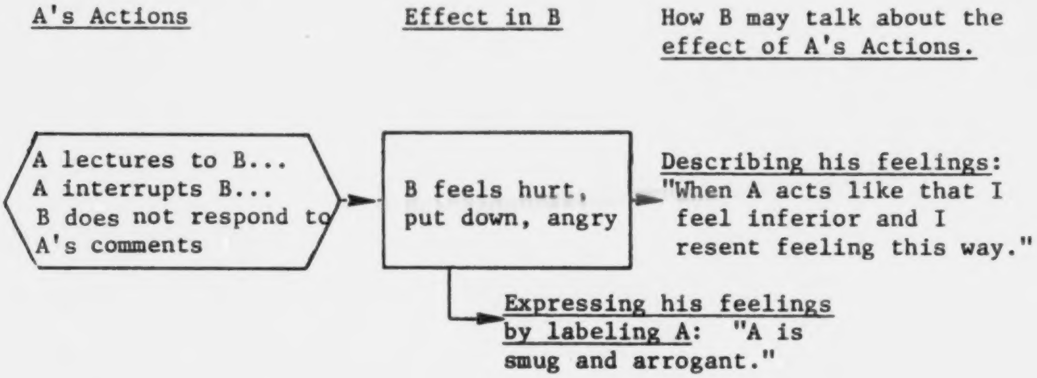
John L. Wallen

Intentions may also be mixed.

> "I want him to know I like him, but I don't want to be embarrassed."
> "I want him to tell me I'm doing a good job, but I don't want to ask for it."
> "I would like him to know how angry it makes me when he does that, but I don't want to lose his friendship."

Intentions are private and are known directly only to the one who experiences them. I know my own intentions, but I must infer yours. You know your own intentions, but you must infer mine.

"Effect" refers to a person's inner response to the actions of another. We may describe the other's effect by openly stating what feelings are aroused by his actions. However, we are often unaware of our feelings as feelings. When this happens our feelings influence how we see the other and we label him or his actions in a way that expresses our feelings even though we may be unaware of them.



A's Actions

Effect in B

How B may talk about the effect of A's Actions.

A lectures to B...
A interrupts B...
B does not respond to A's comments

B feels hurt, put down, angry

Describing his feelings: "When A acts like that I feel inferior and I resent feeling this way."

Expressing his feelings by labeling A: "A is smug and arrogant."

Here are some other examples showing how the same effect may be talked about as a description of one's own feeling or by labeling the other as an indirect way of expressing one's feeling.

E ┬→ Describing feelings: "What he did makes me feel angry with him."
└→ Expressing feelings by labeling other: "He's self-centered. He wanted to hurt me."

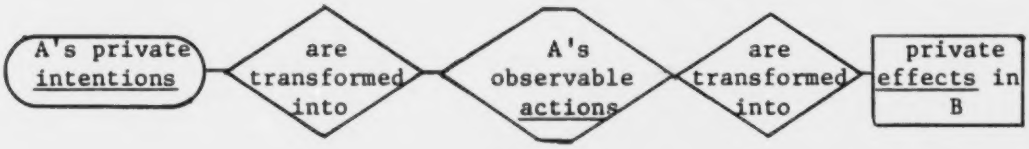
E ┬→ Describing feelings: "What he just did makes me feel closer and more friendly towards him."
└→ Expressing feelings by labeling other: "He's certainly a warm, understanding person."

E ┬→ Describing feelings: "When he acts like that I feel embarrassed and ill-at-ease."
└→ Expressing feelings by labeling other: "He's crude and disgusting."

In contrast to interpersonal intentions and effects which are private, "actions" are public and observable. They may be verbal ("good morning!") or nonverbal (looking away when passing another), brief (a touch on the shoulder) or extended (taking a person out to dinner).

Interpersonal actions are communicative. They include attempts by the sender to convey a message, whether or not it is received, as well as actions that the receiver responds to as messages, whether or not the sender intended them that way.

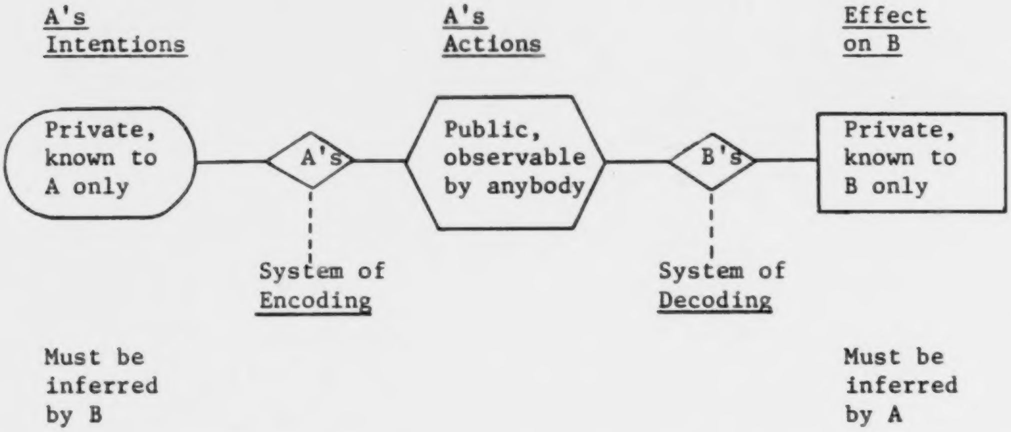
Here is a schematic summary of the interpersonal gap.



The interpersonal gap, thus, contains two transformations. These steps are referred to as encoding and decoding operations. A's actions are an encoded expression of his inner state. B's inner response is a result of the way he decodes A's actions. If B decodes A's behavior in the same way that A has encoded it, A will have produced the effect he intended.

To be specific, let's imagine that I feel warm and friendly toward you. I pat you on the shoulder. The pat, thus, is the way I encode my friendly feeling. You decode this, however, as an act of condescension. The effect of my behavior, then, is that you feel put down, inferior and annoyed with me. My system of encoding does not match your system of decoding and the interpersonal gap, consequently, is difficult to bridge.

We can now draw a more complete picture of the interpersonal gap as follows.


A's Intentions
A's Actions
Effect on B
Private, known to A only
A's
Public, observable by anybody
B's
Private, known to B only
System of Encoding
System of Decoding
Must be inferred by B
Must be inferred by A

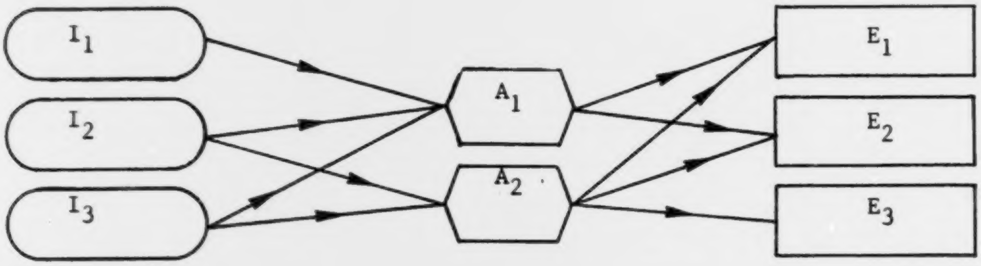
You may be unaware of the ways you encode your intentions and decode others' actions. In fact, you may have been unaware that you do. One of the important objectives of this study of interpersonal relations is to help you become aware of the silent assumptions that influence how you encode and decode.

If you are aware of your encoding operation, you can accurately describe how you typically act when you feel angry, affectionate, threatened, uneasy, etc.

Unit 8
Handout 3

If you are aware of your method of decoding behavior of others, you can describe accurately the kinds of distortions or misreadings of others you typically make. Some people, for example, respond to gestures of affection as if they were attempts to limit their autonomy. Some respond to offers of help as if they were being put down. Some misread enthusiasm as anger.

Because different people use different codes, actions have no unique and constant meaning, but are interchangeable. As the diagram below shows, an action may express different intentions, the same intention may give rise to different actions, different actions may produce the same effect, and different effects may be produced by the same kind of action.



The same intention may be expressed by different actions.

Intention	Actions
To show affection	Take them out to dinner
	Buy them a gift
	Show interest in what they say
	Don't interrupt them when they are busy and preoccupied

Different intentions may be expressed by the same action.

Intentions	Action
To put them in your social debt	Take them out to dinner
To sweeten up a business deal	
To repay a social obligation	
To get closer to the other	
To impress the other	

The same action may lead to different effects.

Action	Effects
A takes B out to dinner	B feels uneasy, thinks, "I wonder what A really wants of me?"
	B enjoys it, thinks, "A really likes me."
	B feels scornful, thinks, "A is trying to impress me."
	B feels uncomfortable, ashamed; thinks, "I never did anything like this for A."

Different actions may lead to the same effect.

Actions	Effect
A tells B he showed B's report to top administration	B feels proud, happy; thinks, "A recognizes my competence and ability."
A tells B he has been doing an excellent job	
A asks B for advice	
A gives B a raise	

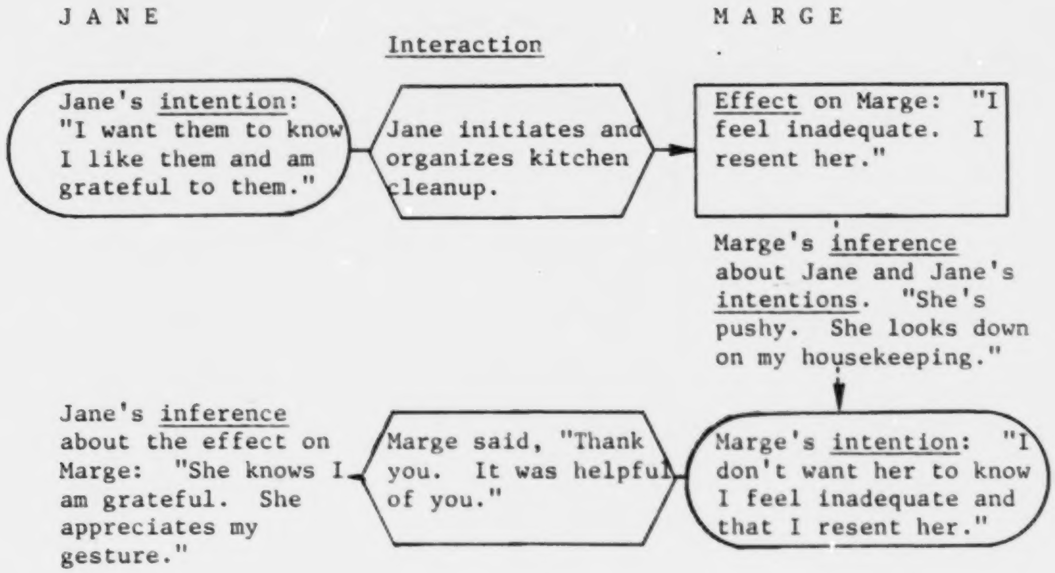
It should be obvious that when you and I interact, each of us views his own and the other's actions in a different frame of reference. Each of us sees his own actions in the light of his own intentions, but we see the other's actions in the light of the effect they have on us. This is the principle of partial information--each party to an interaction has different and partial information about the interpersonal gap.

Bridging the interpersonal gap requires that each person understand how the other sees the interaction.

Example:

> Jane hadn't seen Tom Laird since they taught together at Brookwood School. When she found that she would be attending a conference in Tom's city she wrote to ask if she could visit him. Tom and his wife, Marge, whom Jane had never met, invited her to stay with them for the three days of the conference.
>
> After dinner the first night Jane was the one who suggested that they clean up the dishes so they could settle down for an evening of talk. She was feeling warm and friendly to both of the Lairds and so grateful for their hospitality that she wanted to show them in some way. As she began carrying the dishes to the kitchen, Marge and Tom at first protested but when she continued cleaning up they began to help. In the kitchen, Jane took over only allowing Marge and Tom to help in little ways and to tell her where to find or store things.
>
> When they had finished in the kitchen, Jane commented, "There now, that didn't take long and everything's spic and span." Marge responded, "It was very helpful of you. Thank you."
>
> When Tom and Marge were preparing for bed later that evening, Tom was startled to hear Marge burst out with, "I was so humiliated. I just resent her so much I can hardly stand it."
>
> "You mean Jane? What did she do that upset you so?"
>
> "The way she took over. She's certainly a pushy, dominating person. To come into my home as a visitor and then the moment dinner is over organize the whole cleanup. It's easy to tell that she thinks I'm not a very good housekeeper. At first I felt inadequate and then I felt angry. I'll keep house any way I like. Who is she to show me up? After all she's a guest and you'd think she'd be grateful for our putting her up."
>
> "Aw, c'mon, Marge, Jane was just trying to be helpful."
>
> "Well, it wasn't helpful. It was humiliating. It's going to be hard for me to be nice to her for three days."

The following is a diagram of the interpersonal gap for the interaction between Jane and Marge.



Jane's intention: "I want them to know I like them and am grateful to them."

Jane initiates and organizes kitchen cleanup.

Effect on Marge: "I feel inadequate. I resent her."

Marge's inference about Jane and Jane's intentions. "She's pushy. She looks down on my housekeeping."

Marge's intention: "I don't want her to know I feel inadequate and that I resent her."

Marge said, "Thank you. It was helpful of you."

Jane's inference about the effect on Marge: "She knows I am grateful. She appreciates my gesture."

Note the gap between Jane's intention and Marge's inference about Jane's intention. They do not match. In fact, they are almost opposites.

Note the gap between the effect of Jane's action on Marge and Jane's inference about the effect on Marge. Again they are almost opposite.

However, within each person the situation is balanced. Jane's intention is congruent with the effect she believes occurred in Marge. Likewise, the inferences Marge makes about Jane fit with her feelings as a result of Jane's action.

The encoding action that Jane used to convey her friendly feelings was decoded quite differently by Marge.

Why did Marge tell Jane she had been helpful if she really resented it?

SITUATION: JIM

Unit 8
Handout 4

Jim's Action: When you go into the teachers' room after school, Jim, who is about 50 years old, comes up and pats you on the back. He asks how things are going. You answer that everything is under control. He says, "Yes, I know how it is the first year," and puts his hand on your arm for a brief second.

1. If you were in this situation, how would the incident make you feel?

2. What did Jim do to make you feel this way?

3. What would you do in response to this incident?

SITUATION: PRINCIPAL

Unit 8
Handout 5

Principal's Action:	You are called by the principal. He wants to have an appointment with you, but he doesn't tell you why he wants to see you. You arrive on time and wait thirty minutes. You go in. He gets a call before he can talk to you. When he hangs up the phone, he says, "How have your classes been going?"

1. How does the incident make you feel?

2. What did the principal do that made you feel this way?

3. What would you do in response to this incident?

SITUATION: SALLY

Sally's Action: You go into the teachers' room for a cup of coffee. Sally comes over and sits down. She says you're looking good today and asks if you have seen a recent article on problem children in the classroom. She compliments you on the way you deal with behavior problems. She says she has a friend who is having difficulty with some pupils.

1. How does the incident make you feel?

2. What did Sally do that made you feel this way?

3. What would you do in response to this incident?

PATTERNS IN ENCODING

Take ten minutes alone to think about your here-and-now patterns in encoding, i.e., transforming your private intentions into observable actions. If you are aware of the way you encode, you can describe accurately how you typically act when you feel, for example, angry, affectionate, threatened, uneasy, etc. Use your responses to the situations in H1, 4, 5, and 6 as a way of beginning to think about the way you encode.

Write below how you are encoding in this group right now.

ANSWER SHEET FOR UNIT 8

Unit 8
Handout 8

Unit 8: The Interpersonal Gap

1. The three blank spaces in the following sentence should be filled in with three key terms used in attempting to make sense of interpersonal relations. Fill in the letter of the correct term from the list below in each blank space of the sentence.

   Person A has __g__ which he "encodes" into his __b__ and which are "decoded" by person B as having a certain __d__ on person B.

   a. expectations
   b. actions
   c. results
   d. effect
   e. reflection
   f. communication
   g. intentions
   h. goals
   i. interpretation

FILM INTRODUCTION

This film depicts the communication of emotions. There are three scenes in which emotions of anger, praise and helplessness are expressed.

Scene 1: Principal and teacher

Scene 2: Principal and teacher

Scene 3: Student and teacher

After you view the film you will form pairs within your sextet and discuss:

a. How might you have responded if you were the recipient of the feelings?

b. How would you have expressed the feelings?

c. What are some alternative behaviors which would communicate the same feelings?

The way we deal with emotion is the most frequent source of difficulty in our relations with others. Although each of us continually experiences feelings about others and about himself, most of us have not yet learned to accept and use our emotions constructively. We not only are uncomfortable when others share strong feelings, but most of us do not even recognize, much less accept, many of our own feelings.

We know, intellectually, that it is natural to have feelings. We know that the capacity to feel is as much a part of being a person as is the capacity to think and reason. We are aware of incompleteness in the one who seems only to think about life and does not seem to feel--to care about, enjoy, be angered and hurt by what goes on around him. We know all this, and yet we believe that feelings are disruptive, the source of obstacles and problems in living and working with others.

It is not our feelings that are the source of difficulty in our relations with others but the way we deal with them or our failure to use them.

Because of our negative attitude toward emotions, because of our fear of and discomfort with our feelings, we spend much effort trying, in one way or another, to deny or ignore them. Look around you and observe how you and others deal with feelings. Make your own observations and see if they support or contradict the point that our usual response is some variation of, "Don't feel that way."

To the person sharing disappointment, discouragement or depression we say things like, "Cheer up!" "Don't let it get you down." "There's no use crying over spilled milk." "Things will get better." In short, "Don't feel that way." To the sorrowing or hurting person we advise, "Don't cry. Put your mind on something pleasant." We tell the angry person, "Simmer down. There's no point in getting angry. Let's be objective." To the person communicating joy and satisfaction in something he has done we caution, "Better watch out. Pride goeth before a fall." In our various group meetings we counsel each other, "Let's keep feelings out of this. Let's be rational."

DISCUSSING FEELINGS

Unit 9
Handout 3

Another sign of the difficulty we all experience with feelings is that the more distant and remote the feelings, the more comfortable we are in discussing them. Try to pay attention to yourself and others when talking about feelings and ask, "How distant are these feelings?" You will find relatively few discussions of feelings that someone is having "right here" and "right now" in comparison with the number of discussions about feelings they had somewhere else (there), at a time in the past (then). Do you find that you talk more easily about feelings you had in the past than about feelings you have right now? Do you find that you talk more easily about feelings toward somebody else than about your feelings toward persons who are present? As you observe yourself and others discussing feelings, see whether the following scale roughly represents what you find.

Scale of Difficulty in Discussing Feelings

	I tell you how one person felt toward another, neither person being present, e.g., "Joe was angry with Jim."	I tell you my past feelings about somebody not present, e.g., "I was angry with her."	I tell you my present feelings about somebody not present, e.g., "I am angry with her."	I tell you my past feelings about you, e.g., "I was angry with you last month when you...."	I tell you my present feelings about you, e.g., "I am angry with you."	
There and Then						Here and Now
	Least difficult to discuss	A little difficult to discuss	Fairly difficult to discuss	Quite difficult to discuss	Most difficult to discuss	

In general, the closer the feelings are to the here and now--to you and me in this present moment--the more difficult they are to discuss openly. The scale above implies many more subdivisions than shown. For example, it implies that I am more comfortable telling you that I was angry with you a year ago than that I was angry with you last week. The former topic is much more distant. Likewise, I can more easily tell you of last week's anger than of my annoyance with you yesterday.

This scale doesn't mean that people do not get angry in the present or even that they do not act angry, only that to describe one's present anger openly is more difficult than to discuss one's past anger.

The important question is, does it matter whether we discuss our feelings as we are having them? The answer is definitely yes. Feelings that we try to bury inside ourselves do not disappear. They tend to stay stored up inside until, sooner or later, they find a way to come out. The problem is that when they have been bottled up too long they come out in inappropriately strong ways or focused on the wrong target. Instead of telling your spouse you feel angry when you are repeatedly interrupted, you're apt to yell, "Shut up," at the kids. The age old ideas of "getting things off your chest," or "always get to the heart of a problem," are scientifically sound. Of course, there are some times when feelings can not be dealt with appropriately at the moment. But, rather than assuming it's not appropriate, consider whether it is or not. More often than not, it is probably not only right, it is extremely important.

Unit 9: The Effects of Feelings

1. In general, the closer feelings are to the here and now, _______to discuss them openly.

_____The easier it is

_____The more important it is

__X__The more difficult it is

_____The more dangerous it is

_____The less fruitful it is

2. It is important to discuss feelings as they occur whenever appropriate to do so because, if we don't,

_____It will be harder to identify them later

_____They may be forgotten

__X__They tend to come out later in inappropriate ways

_____They may never occur again

As people enter into an interpersonal relationship, there are goals they wish to accomplish in that relationship. They may be as diverse as asking a girl to be your wife or wanting to terminate a relationship; from wanting to borrow money to wanting to let a person know how much you care about him. The goals or purposes of a relationship are as varied as there are wishes and wants. Problems arise in a relationship when a person's intentions are not congruent with his behavior. If a person is angry and wants to punish but acts in ways that don't show anger, the relationship suffers. Rogers defined congruence as "...an accurate matching of experiencing and awareness." He then formulated a general principle concerning congruency and its effect on interpersonal relationships.

> The greater the congruence of experience, awareness and communication on the part of one individual, the more the ensuing relationship will involve: a tendency toward reciprocal communication with a quality of increasing congruence; a tendency toward more mutually accurate understanding of the communication; improved psychological adjustment and functioning in both parties; mutual satisfaction in the relationship.[1]

With this principle in mind we can conclude that if the intentions a person brings into a relationship are accurately communicated, the greater the trust and the better the relationship between the two individuals.

An individual's intentions may be communicated either verbally or nonverbally. Since a person's intentions are known only to himself, the only way another person is able to determine what your intentions are is through your words or behavior. When there is consistency among words, behavior and intentions, mutual trust is developed and a more meaningful relationship is established. The converse is also true--inconsistency amond words, behavior and intentions breeds suspicion and distrust.

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[1] Rogers, Carl. On Becoming A Person. Boston: Houghton-Mifflin. 1961, page 344.

INTENTIONS TOWARD EACH SEXTET MEMBER

Unit 10
Handout 2

(With each member you have goals which will establish, continue, change directions, improve or build your relationship. Identify your intentions, or goals, toward each sextet member. Also identify what verbal and nonverbal behaviors might accurately communicate your intentions.)

1.

2.

3.

4.

5.

MASKED INTENTIONS

An example of masked intentions is the "hidden agenda." This occurs when an individual brings to the group an intention which he doesn't share with them, but which he maneuvers them into dealing with even though this was not the task before the group.

For example, during a meeting to discuss the possibility of changing the reading program in an elementary school, one of the first-grade teachers wants to adopt a specific approach that everyone would be required to use.

Write examples of instances in this session when:

1. You have been working with a hidden agenda.

2. You think others may have had hidden agendas.

Check both of these with the rest of your group. Were others aware of the first? Were you accurate on the second? How were they dealt with?

You may also wish to discuss examples of hidden agenda in the school setting and how they might be handled.

Unit 10: Matching Behavior With Intentions

1. Problems arise in a relationship when a person's __h__ is not congruent with his __c__.

a. belief	e. hidden agenda
b. feeling	f. task
c. intention	g. trust
d. satisfaction	h. behavior

A REVIEW OF INTERPERSONAL COMMUNICATION SKILLS

Unit 11
Handout 1

Below is a list of the basic interpersonal communication skills which you have practiced so far and a definition of each. Imagine that someone has asked you for an illustration of these definitions. To prepare your response, write an example of an actual use of each skill.

1. PARAPHRASE Testing how well you understand another person's comment by trying to put his ideas into your own words.

2. PERCEPTION CHECK Checking your understanding of the feeling expressed by another by transforming his expression of feeling into a tentative description of feeling.

3. DESCRIPTION OF FEELINGS Using words which identify feelings by describing your emotional state.

4. DESCRIPTION OF BEHAVIOR Reporting specific, observable actions of others without interpretation or value judgments.

5. FEEDBACK

    a. GIVING FEEDBACK Reporting observations of and reactions to another's behavior.

    b. RECEIVING FEEDBACK Asking another for and hearing observations of and reactions to your own behavior.

FILM INTRODUCTION

Unit 11
Handout 2

This film presents a conversation between two teachers. Watch for factors that seem to help or hinder their communication.

After viewing the film, sextets will share and discuss their reactions to what they saw and heard.

CONDITIONS THAT SUPPORT OPEN COMMUNICATION

Unit 11
Handout 3

The idea of openness in communications was described in Unit 6: The Concept of Feedback. When you share things about yourself, or reactions and perceptions you have about the other person, you are being open. As two people find there are an increasing number of things that can be shared in mutually helpful ways, a mutual trust develops.

There may be many things about oneself or reactions to a particular person that are not appropriate or relevant to that relationship. When inappropriate things are shared, or shared things seem to be used in harmful ways, trust and openness decrease. There is always some risk involved when one tries sharing a new kind of information in a particular relationship. It is the risk of whether that sharing will increase or decrease trust and openness. The risk also includes the good and bad feelings that accompany such experience.

When two people mutually care for helping each other grow and have good communication skills for understanding each other's intentions as well as ideas and feelings, increasing areas of sharing become appropriate. TRUST, RISK TAKING, MUTUAL CARING AND GOOD COMMUNICATION SKILLS are conditions that support open communications.

One set of skills that especially influence development of openness lies in the use of responses to the other's risk of sharing. When the other takes a chance of sharing with you, your response may tend to have a freeing effect. Or, your response may tend to have a binding or closing off effect on him. Listed on the next page are behaviors that generally tend to have freeing or binding effects when responding to another's sharing.

John L. Wallen

The following responses have freeing and binding effects

Unit 11
Handout 3

FREEING EFFECTS: Increases other's autonomy as a person by increasing sense of equality

ACTIVE, ATTENTIVE LISTENING: Responsive listening, not just silence

PARAPHRASING: Testing to insure the message you received was the one he sent

PERCEPTION CHECK: Showing your desire to relate to and understand him as a person by checking your perception of his feelings and/or behavior; showing acceptance of feelings

SEEKING INFORMATION TO HELP YOU UNDERSTAND HIM: Questions directly relevant to what he has said, not ones that introduce new topics

OFFERING INFORMATION RELEVANT TO THE OTHER'S CONCERNS: He may or may not use it

SHARING INFORMATION THAT HAS INFLUENCED YOUR FEELINGS AND VIEWPOINTS

DIRECTLY REPORTING YOUR OWN FEELINGS

OFFERING NEW ALTERNATIVES: Action proposals offered as hypotheses to be tested

BINDING EFFECTS: Diminishes other's autonomy by increasing sense of subordination

CHANGING THE SUBJECT WITHOUT EXPLANATION: For example, to avoid the other's feelings

EXPLAINING THE OTHER, INTERPRETING HIS BEHAVIOR: "You do that because your mother always...." Binds him to past behavior or may be seen as an effort to get him to change

ADVICE AND PERSUASION: "What you should do is...."

VIGOROUS AGREEMENT: Binds him to present position--limits his changing his mind

EXPECTATIONS: Binds to past, "You never did this before. What's wrong?" Clues him to future action, "I'm sure you will...." "I know you can do it."

DENYING HIS FEELINGS: "You don't really mean that!" "You have no reason to feel that way!" Generalizations, "Everybody has problems like that."

APPROVAL ON PERSONAL GROUNDS: Praising the other for thinking, feeling or acting in ways that you want him to; that is, for conforming to your standards

DISAPPROVAL ON PERSONAL GROUNDS: Blaming or censuring the other for thinking, acting, and feeling in ways you do not want him to; imputing unworthy motives to him

COMMANDS, ORDERS: Telling the other what to do, includes, "Tell me what to do!"

EMOTIONAL OBLIGATIONS: Control through arousing feelings of shame and inferiority, "How can you do this to me when I have done so much for you?"

THE EFFECT OF ANY RESPONSE DEPENDS UPON THE DEGREE OF TRUST IN THE RELATIONSHIP

The less trust, the less freeing effect from any response. The more trust, the less binding effect from any response.

ANSWER SHEET FOR UNIT 11

Unit 11
Handout 4

Unit 11: Open Communication

1. Two kinds of responses to other's sharing that tend to have a freeing effect are:

   ☒ Paraphrasing
   ☐ Evaluating
   ☐ Giving Advice
   ☐ Vigorous Agreement
   ☒ Seeking Information
   ☐ Approval on Personal Grounds

2. Two kinds of responses to other's sharing that tend to have a binding effect are:

   ☒ Interpreting Behavior
   ☐ Reporting Feelings
   ☐ Behavior Modification
   ☐ Offering Information
   ☒ Vigorous Agreement
   ☐ Nonverbal Agreement

MAJOR CATEGORIES AND DIMENSIONS IN AN INTERPERSONAL RELATIONSHIP

Unit 12
Handout 1

Many things are happening in the relationship between any two people. Some social scientists created a diagram to represent a few of the major things which they believe research shows about a two-person relationship. They believe there are four major kinds of things--or categories--that you are involved in as you relate to any other person. In this session you will have a chance to explore dimensions within each category and how you communicate them. Take a few minutes to try filling in the blanks below and in the lefthand column on the next page. THEN read the righthand column.	After reviewing research findings, some social scientists believe that the major categories and dimensions in a relationship between two people include the following.
The first kind of thing is what you __________ and _______ about the ways the other acts. This includes such things as whether he is: _________________ or hostile; helpful or _________________; _________________ or demanding and accepting or _________________.	The first kind of thing is what you expect and see about the ways the other acts. This includes such things as whether he is: friendly or hostile; helpful or restricting; suggesting or demanding and accepting or rejecting.
The second kind of thing is your inner _________________ and _____________ about yourself in this relationship. This includes such things as: your conception of your own _________________; your perception of _________________ of yourself by _____ __________; and your evaluation and need for the _______________ of ____ ________.	The second kind of thing is your inner feelings and thoughts about yourself in this relationship. This includes such things as: your conception of your own resources; your perception of evaluation of yourself by the other; and your evaluation and need for the resources of the other.

The third kind of thing is your ____________________ toward him. It includes such things as: trust or ________________; control or ___________________ or ____________.

The fourth kind of thing is the ______________ ___ _________ in which you act towards him. It includes such things as: __________ or passive; initiate or ____________; friendly or ________________; ___________ or offer; and accept or _______________.

The third kind of thing is your orientation toward him. It includes such things as: trust or distrust; control or dependence or sharing.

The fourth kind of thing is the pattern of ways in which you act toward him. It includes such things as: active or passive; initiate or withdraw; friendly or hostile; seek or offer; and accept or reject.

These ideas have been put together to form a diagram called The Circular Process of Interpersonal Relationships. Diagram I and Diagram II in Handout 2 illustrate this circular process that occurs in your relationship with any other particular person.*

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*Adapted from "The Vicious Circle" materials developed by the Center for Research on the Utilization of Scientific Knowledge, University of Michigan, 1967. Contact Addison-Wesley Publishing Company, Reading, Massachusetts, for purchasing information.

THE CIRCULAR PROCESS OF INTERPERSONAL RELATIONSHIPS

Unit 12
Handout 2

Diagram I

How The Circular Process of Interpersonal Relationships Works

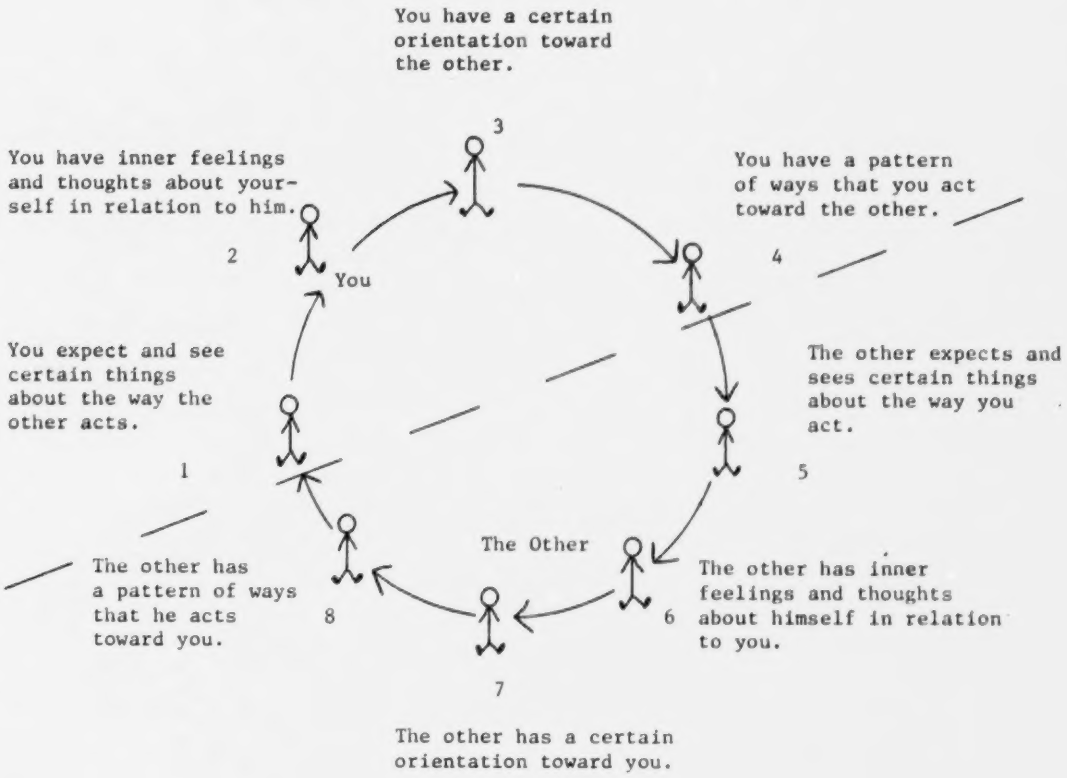
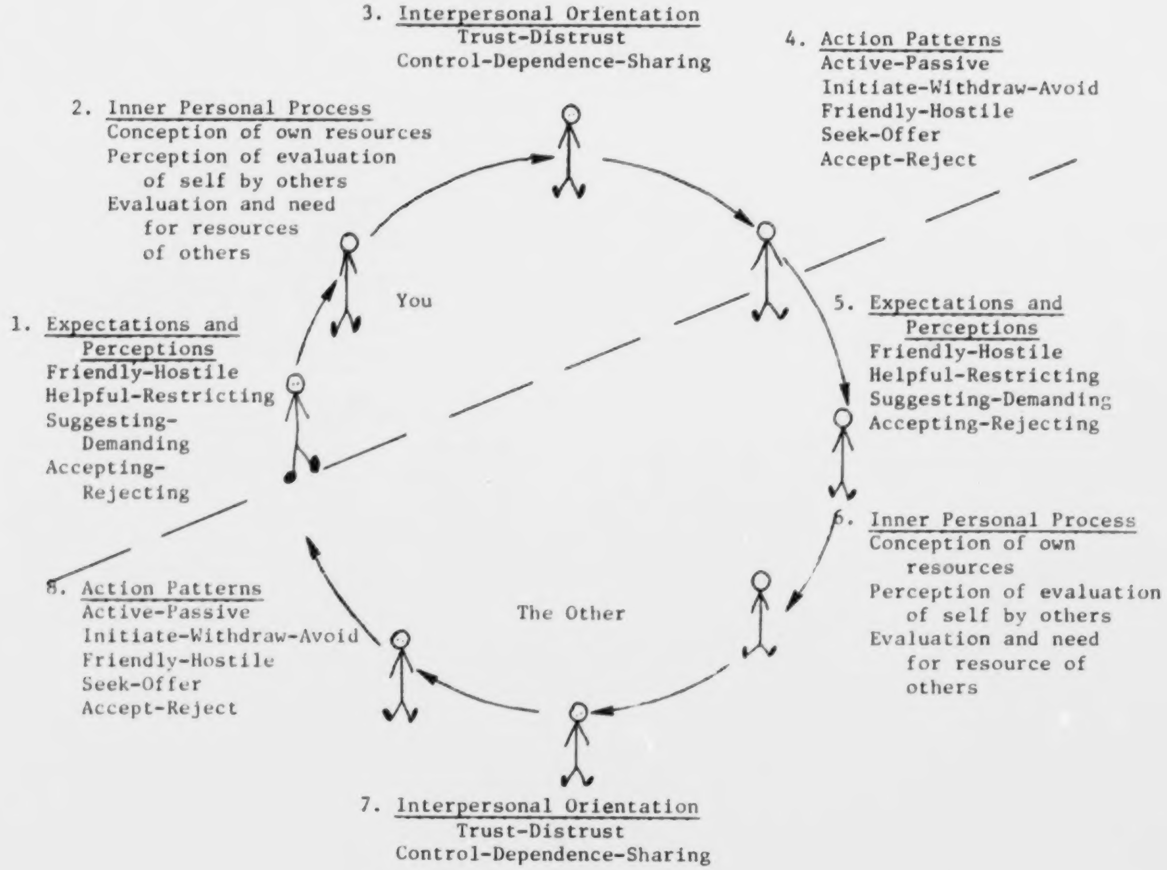

You have a certain orientation toward the other.
3
You have inner feelings and thoughts about yourself in relation to him.
2
You
You have a pattern of ways that you act toward the other.
4
You expect and see certain things about the way the other acts.
1
The other expects and sees certain things about the way you act.
5
The Other
The other has a pattern of ways that he acts toward you.
8
6
The other has inner feelings and thoughts about himself in relation to you.
7
The other has a certain orientation toward you.

Diagram II

Categories and Dimensions Within The Circular Process of Interpersonal Relationships

Categories:
1. Expectations and Perceptions
2. Inner Personal Process
3. Interpersonal Orientation
4. Action Patterns



1. Expectations and Perceptions
Friendly-Hostile
Helpful-Restricting
Suggesting-Demanding
Accepting-Rejecting

2. Inner Personal Process
Conception of own resources
Perception of evaluation of self by others
Evaluation and need for resources of others

3. Interpersonal Orientation
Trust-Distrust
Control-Dependence-Sharing

4. Action Patterns
Active-Passive
Initiate-Withdraw-Avoid
Friendly-Hostile
Seek-Offer
Accept-Reject

5. Expectations and Perceptions
Friendly-Hostile
Helpful-Restricting
Suggesting-Demanding
Accepting-Rejecting

6. Inner Personal Process
Conception of own resources
Perception of evaluation of self by others
Evaluation and need for resource of others

7. Interpersonal Orientation
Trust-Distrust
Control-Dependence-Sharing

8. Action Patterns
Active-Passive
Initiate-Withdraw-Avoid
Friendly-Hostile
Seek-Offer
Accept-Reject

Each category within The Circular Process of Interpersonal Relationships contains several dimensions. Each dimension has a range of possibilities. In interacting with any particular person, you tend to fall somewhere on a dimension; for instance, ranging from total acceptance to total rejection or ranging from complete trust to complete distrust.

In any particular relationship, you may or may not communicate to the other person where you stand on each of these dimensions. It may or may not be important to do so, depending on the person and the situation of the moment. At the same time, you may sometimes be communicating your stand on a dimension without realizing it. Or, you may sometimes do things which the other mistakenly interprets as indicating where you are on a dimension in relating with him.

Following are two examples of looking at what and how I communicate on dimensions within the four major categories when interacting with specific people.

EXPECTATIONS AND PERCEPTIONS

Choose One:		Person Involved:	What and How I Communicate:
	Friendly-Hostile		[What]... That I see her as helpful... [How]... by making a point of describing what she has done to help me every time she does it.
X	Helpful-Restricting	Mary	
	Suggesting-Demanding		
	Accepting-Rejecting		

Unit 12
Handout 2

INNER PERSONAL PROCESS

Choose One:	Person Involved:	What and How I Communicate:
_____ Conception of own resources	________	
_____ Perception of evaluation of self by others	________	
__X__ Evaluation and need for resource of others	__Bill__	[What] ... That I have a high regard for his ability to help me diagnose reading problems... [How] ... by often discussing things I do to help my pupils in reading.

Now choose one dimension under each of the four major categories. Write a brief description of what and how you have tried to communicate in that dimension, using a person with whom you have a close relationship.

EXPECTATIONS AND PERCEPTIONS

Choose One:	Person Involved:	What and How I Communicate:
_____ Friendly-Hostile	________	
_____ Helpful-Restricting	________	
_____ Suggesting-Demanding	________	
_____ Accepting-Rejecting	________	

Unit 12
Handout 2

INNER PERSONAL PROCESS

Choose One:	Person Involved:	What and How I Communicate:
_____ Conception of own resources	________	
_____ Perception of evaluation of self by others	________	
_____ Evaluation and need for resource of others	________	

INTERPERSONAL ORIENTATION

Choose One:	Person Involved:	What and How I Communicate:
_____ Trust-Distrust	________	
_____ Control-Dependence-Sharing	________	

ACTION PATTERNS

Choose One:	Person Involved:	What and How I Communicate:
_____ Active-Passive	________	
_____ Initiate-Withdraw-Avoid	________	
_____ Friendly-Hostile	________	
_____ Seek-Offer	________	
_____ Accept-Reject	________	

Charles Jung

Each of the attributes listed below may be more or less important for a beginning teacher. Rank order this list by assigning the number "1" to that which you think is most important for a beginning teacher. Assign a "2" to the attribute you think second most important--and so forth until you have numbered them all, 1-12.

_____ Knowledgeable

_____ Adventuresome

_____ Even-tempered

_____ Critical

_____ Cautious

_____ Insightful

_____ Creative

_____ Empathetic

_____ Energetic

_____ Curious

_____ Tactful

_____ Expressive

DIMENSIONS I INTEND TO COMMUNICATE

Unit 12
Handout 4

Your trio will be asked to combine individual work on Handout 3 to produce one rank-ordered list of beginning teacher attributes. As usual when working together, messages will be communicated to the other two people about your interpersonal relationships with them.

The four major categories of interpersonal relationships are listed below, as well as the fourteen dimensions. During the next task, try to structure what you are communicating to the others: select TWO dimensions from the list and determine what aspect you will concentrate on, e.g., I choose the dimension of friendly-hostile and will concentrate on hostile. Next write a description of what behaviors you will use to communicate each of the two dimensions you have chosen.

Categories/Dimensions — What and How I Will Communicate

A. EXPECTATIONS AND PERCEPTIONS
1. _____ Friendly-Hostile
2. _____ Helpful-Restricting
3. _____ Suggesting-Demanding
4. _____ Accepting-Rejecting

B. INNER PERSONAL PROCESS
5. _____ Conception of Own Resources
6. _____ Perception of Evaluation of Self by Others
7. _____ Evaluation and Need for Resource of Others

C. INTERPERSONAL ORIENTATION
8. _____ Trust-Distrust
9. _____ Control-Dependence-Sharing

D. ACTION PATTERNS
10. _____ Active-Pasive
11. _____ Initiate-Withdraw-Avoid
12. _____ Friendly-Hostile
13. _____ Seek-Offer
14. _____ Accept-Reject

DIMENSIONS OF THE OTHER PERSON'S COMMUNICATION

Find out from each member of your trio which two dimensions he was trying to communicate. He is only to identify the dimensions--not what he was trying to communicate about the dimension or how he was trying to do it. For example, he should say, "One was friendly-hostile," not "I was trying to communicate hostility by glaring angrily."

Write the dimensions identified below. Then write a behavior description which relates to that dimension. Be prepared to do a perception check.

Trio Member:______________________

First Dimension:____

What and how I saw him communicating:

Second Dimension:____

What and how I saw him communicating:

DIMENSIONS OF THE OTHER PERSON'S COMMUNICATION

Unit 12
Handout 5

Find out from each member of your trio which two dimensions he was trying to communicate. He is only to identify the dimensions--not what he was trying to communicate about the dimension or how he was trying to do it. For example, he should say, "One was friendly-hostile," not "I was trying to communicate hostility by glaring angrily."

Write the dimensions identified below. Then write a behavior description which relates to that dimension. Be prepared to do a perception check.

Trio Member:______________________

First Dimension:____

What and how I saw him communicating:

Second Dimension:____

What and how I saw him communicating:

REVIEW OF THE MAJOR CATEGORIES AND DIMENSIONS IN AN INTERPERSONAL RELATIONSHIP

Unit 12
Handout 6

You will come to know a great deal about your personal style of communicating as you identify "what and how" you communicate concerning the specific dimensions in an interpersonal relationship. The more clearly you have the categories and dimensions in your awareness, the more likely you will be to continue discovering new things about your style. You may check yourself on this awareness by seeing how accurately you can fill in the blanks below. Try covering up the right side and checking it when necessary.

The first kind of thing is what you ________________ and _______ about the ways the other acts. This includes such things as whether he is: ____________________ or hostile; helpful or _____________________; ____________________ or demanding and accepting or ________________.	The first kind of thing is what you expect and see about the ways the other acts. This includes such things as whether he is: friendly or hostile; helpful or restricting; suggesting or demanding and accepting or rejecting.
The second kind of thing is your inner _________________ and ________________ about yourself in this relationship. This includes such things as: your conception of your own _______________; your perception of ________________ of yourself by _______ _________; and your evaluation and need for the _______________ of _____ _________.	The second kind of thing is your inner feelings and thoughts about yourself in this relationship. This includes such things as: your conception of your own resources; your perception of evaluation of yourself by the other; and your evaluation and need for the resources of the other.

The third kind of thing is your ______________________ toward him. It includes such things as: trust or ____________________; control or ______________________ or ___________.

The fourth kind of thing is the _______________ ___ ________ in which you act toward him. It includes such things as: ____________ or passive; initiate or _______________; friendly or _______________; ___________ or offer; and accept or ______________.

The third kind of thing is your orientation toward him. It includes such things as: trust or distrust; control or dependence or sharing.

The fourth kind of thing is the pattern of ways in which you act toward him. It includes such things as: active or passive; initiate or withdraw; friendly or hostile; seek or offer; and accept or reject.

ANSWER SHEET FOR UNIT 12

Unit 12: Communicating About Interpersonal Relationships

1. According to the circular process diagram, the four major dimensions involved as one person relates to another include:

   a. You ______and _______ certain things about the way the other acts.

   b. You have _____________________________ about yourself in relation to him.

   c. You have a certain _____________________________ toward him.

   d. You have a pattern _______________ toward him.

   a. Expect and see

   b. Inner feelings and/or thoughts

   c. Orientation and/or intentions

   d. Of ways you act

FILM INTRODUCTION

This film depicts a teacher talking to three different persons about a student needing special help. She talks to a counselor, the principal and another teacher.

The film focuses on the different roles people assume and how these roles influence their interpersonal communications.

FIRST: Read Handout 2.

SECOND: Watch the film and be prepared to discuss in your trio what you see in the film that relates to Handout 2.

Interpersonal relations reflect personal styles of the individuals but they are only part of the story. Relations are shaped also by the roles held by the individuals in the school, by the way persons in these roles typically relate in a particular school, and by relationships outside the building. There is, for example, evidence that teachers accept influence more readily from their principal when he is known to have influence with the central administration. Whether students are encouraged to help one another and to ask for help may relate to whether teachers readily help one another.

One result of effective interpersonal communications is the fact that people are more likely to share important data required to solve problems across roles and among groups. Another result may be that people are more likely to share and understand the demands placed on the individual by the roles he fills--demands that may sometimes be in conflict with one another. For example, the person may value informal group membership and want to be liked, but at the same time be under pressure to carry out unpopular demands delegated to him to enforce.

Designated roles may condition behavior. For example, who talks to whom and in what order, whether communication is one-way or two-way, how suggestions and ideas are heard, who participates the most and how decisions are made.

Task I

Five members of the sextet will have 10 minutes to complete the following task while the sixth member observes.

Given the data provided below, how many teachers of history, science, English and mathematics will have to be hired?

Relevant data for solving the problem:

Grades 7, 8 and 9 have 600 pupils

Each grade has 200 pupils

There are 6 periods in each day

Class size is no larger than 35

Three academic classes make up the teaching load

Required courses for each grade:

Grade 7: history, English, mathematics

Grade 8: science, English, mathematics

Grade 9: history, English, mathematics

PARTICIPANT QUESTIONNAIRE 1

In the discussion just ended:

1. List those group members you spoke to.

2. Put a check next to the one or two you spoke to most often.

PARTICIPANT QUESTIONNAIRE 1

In the discussion just ended:

1. List those group members you spoke to.

2. Put a check next to the one or two you spoke to most often.

PARTICIPANT QUESTIONNAIRE 2

1. What differences did you note in your own behavior in the first and second tasks?

2. What differences did you note in the group on the two tasks?

PARTICIPANT QUESTIONNAIRE 3

Relating your experience in this workshop to your formal and informal relationships at work, describe your typical communication patterns with each of the following.

Subordinates (Pupils)

Peers (Fellow Teachers)

Superiors (Principals)

The "economy of energy" concept says that to the extent that groups have worked out their maintenance problems they will have greater energy available for productive work. The group that has not built good interpersonal relationships has to devote time to problems of miscommunication, poor listening, lack of support, etc. There is also evidence that lack of trust and failure to communicate honestly--to "level" with another--may result in one-way communication (from leader to participants). Participant data may have no way of getting out on the table.

Sullivan and others have documented the effects of extreme anxiety in paralyzing or impeding effective action. Productivity calling for full use of resources will increase as a climate of acceptance and security is built. At the same time a group that builds security at the price of denying conflict may prevent the tension that produces creativity. Lippitt and others have noted that American teachers are innovative but poor disseminators. He attributes this in part to the fact that teachers do not generally observe one another's teaching or give and ask for help. The slowness with which innovations spread from school building to building reflects the lack of linking relationships that might provide channels for dissemination.

Unit 13: Roles and Patterns of Interpersonal Communication

1. The kind of roles people have as members of organizations tend to influence who talks to whom about what. One result of effective interpersonal communications is the fact that people are more likely to:

_____Follow formal channels in communicating important information

__X__Share important information across roles

_____Talk with more people about more things

WHAT IS A NORM?

A norm is a pattern of behavior that develops in groups. A norm exists when most people in a group arrive at doing a particular thing in a particular way, because they have come to expect each other to behave that way. Here are some examples. When formally introduced, most men in the United States are expected to include a handshake in their greeting while women may or may not. In some family groups, most members of the family usually get their own breakfast on Sunday morning. In some faculty groups, most members usually address each other by their last names when in the faculty lounge. In other faculty groups, first names are the norm when in the faculty lounge.

Sometimes a norm is referred to as a custom or style. It may relate to specific rules that have been set forth. It may be simply thought of as the "in" thing to do. It may be a thing that most people in a particular group do without ever having thought clearly about it. A norm can develop so that everybody does a thing the same way. "All the women in this group wear dark hats on Sunday." Or the norm can be, "All the women in this group do whatever they please about wearing hats on Sunday." Or, "Most of the women wear dark hats on Sunday, but a few can be expected not to wear hats at all." Thus, a norm doesn't necessarily mean that everyone does a thing exactly in the same way. The idea is not one of conformity. Indeed, a norm can develop to support variety. A norm may say, "It's good to have differences."

Norms are not built from scratch. Norms develop from the values, expectations and learned behaviors that the individuals in a group bring with them. A norm in a particular group is usually arrived at implicitly. That is, people arrive at their way of doing the thing in question without giving much thought or discussion to it. Most people don't sit on the floor when they find themselves in a room that appears to be arranged formally. Most people don't remain standing when they are at the beach. But, most people don't ask others about such things. They simply do, or don't do, them in certain ways because this is what they have come to expect. They are following norms.

Norms exert a powerful influence on what most of us communicate under certain circumstances to whom, when and in what ways. Such influences are seldom looked at. It's even more rare that we attempt to change norms to better suit our needs and desires. Normally we simply live with them. Yet norms have far reaching impacts. To illustrate, what norms have developed in your small group which is meeting at the moment about who sits where? If you have fallen into a clear pattern of certain people sitting next to certain others, how has this affected who talks to whom about what? If the pattern has been one of shifting seating arrangements, what effect has this had on informal exchanges--on who asks whom for clarification, help or ideas?

Discussion Questions

What norms have developed in your sextet about seating? How have these norms affected communication?

Identify other major norms that have developed in your sextet. Are they similar to or different from norms developed in your trios? What has influenced similarities or differences?

When you have been asked to discuss things as a sextet, how does the discussion usually start out?

How is boredom or frustration generally expressed, if at all?

If the norm is that boredom or frustration is almost never expressed in the group, why is this so?

Most groups develop norms about things they "do" and "don't" talk about. What topics are "do's" and "don'ts" in your group?

Some groups tend to have an intensive climate where people are frequently on the "edge of their chairs." Others are low key. Still others have a pattern of sharp ups and downs of intensity. What is the norm in your group and why?

What happens when individuals violate the norms that have been established? How do you and others feel? Are there any sanctions or punishments applied? Does anyone attempt to cover up or save face?

REACTION SHEET

Unit 14
Handout 2

During the discussion which your group just held, there were probably many times that you felt positive or negative reactions to ideas or things that were happening. You might have shared some of your reactions. You might, for example, have said things like, "I agree," "Good," or "I see it differently." On other occasions you might have reacted by smiling, nodding, shuffling your feet or yawning. You probably had many reactions that you did not share at all. It would not necessarily be helpful, or even possible, for each person to share every single reaction during a group discussion. Some of us undoubtedly share more often than others.

1. How often have you shared your reactions?

1	2	3	4	5	6	7	8	9
Not at All		A Few Times		Half the Time		Often		Every Time

2. How often did others generally share their reactions in the group?

1	2	3	4	5	6	7	8	9
Not at All		A Few Times		Half the Time		Often		Every Time

3. You may wish you had shared your reactions more or less frequently. How often would you have liked to share your reactions?

1	2	3	4	5	6	7	8	9
Not at All		A Few Times		Half the Time		Often		Every Time

4. How often do you think others want any reactions shared in the group?

1	2	3	4	5	6	7	8	9
Not at All		A Few Times		Half the Time		Often		Every Time

A research study found that in the average elementary school classroom most children are less active in collaborating with the teacher to learn than they privately would like to be. Most children think, wrongly, that the others don't want to be more active in collaborating with the teacher. Most children actually collaborate with the teacher at the lowest level which they believe most of the other children desire!

Discussion Questions

Discuss the data you have just tabulated in your sextet. What norms are operating in your sextet about sharing? How were these norms developed?

What do you think are the major norms operating in your classroom? In your faculty group? Share and discuss.

Which of the norms you have just identified would be the most important to check out?

Unit 14: Norms and Communication

1. A norm exists in a group when:

__X__Most people expect others to do a certain thing in a certain way

_____Everyone has agreed on how to do a certain thing

_____You can see everyone doing something the same way

WHAT IS COMMUNICATION?

What is communication? Webster indicates it is an act or instance of transmitting. It may also be information communicated, as in verbal or written messages. Or it may be interpreted to be a process by which meanings are exchanged between individuals through a common system of symbols.

Whatever definition is chosen, it is evident that communication involves transmission from one individual to another or to a group. Therefore, any cooperative effort or group enterprise is dependent upon its communication efficiency.

Communication efficiency, in turn, depends on content (are the necessary elements of information included) and on process (the way the communication takes place).

One important aspect of the way communication takes place is direction, that is, one way or two way. In a one-way process, A communicates with B. Directives, memos, newspapers and television commercials flood us daily with this form of communication. In a two-way process, A communicates with B and B, in turn, also has the opportunity to communicate with A. In previous units we have dealt with various ways of checking meanings and understandings in this common pattern.

When additional people are involved, a network may develop in directional communication. A typical example often cited is the common family situation of child (A) asking mother (B) for a special favor which must be clarified in turn with father (C) before the decision is to be made. A to B to C then C to B to A.

The problems of communication are increased by the "static" or "noise" which enters in the transmission. A variety of interpretations may well result from interruptions, straying from the topic, or straying minds within the receiver group. Often repetition is the only way for clarification to be obtained. The message then can be completed even if the extraneous factors are present.

A group exercise will be conducted to study communication as it is affected by both one- and two-way direction. The outcomes will be analyzed in three ways: time required, accuracy and attitudes.

ONE-WAY COMMUNICATION DRAWING

Unit 15
Handout 5

ONE-WAY COMMUNICATION:
Accuracy Guess and Frustration Scales

Unit 15
Handout 6

Accuracy Guess: How many did I get right? (Circle one number)

0.
1.
2.
3.
4.
5.
6.

Frustration Scale: How frustrated did I feel during the exercise? (Circle one number)

0	1	2	3	4	5
Not at All			So-So		High

TWO-WAY COMMUNICATION DRAWING

Unit 15
Handout 10

TWO-WAY COMMUNICATION:
Accuracy Guess and Frustration Scales

Unit 15
Handout 11

Accuracy Guess: How many did I get right? (Circle one number)

0.
1.
2.
3.
4.
5.
6.

Frustration Scale: How frustrated did I feel during this exercise? (Circle one number)

0	1	2	3	4	5
Not at All			So-So		High

Figure 1

Directions: On this chart you are to tabulate the responses of the group. Next to each number, record the total of those people who indicated their reaction at that number on Handout 6. After completing the chart, determine the median for each column (Accuracy Guess, Accuracy Actual, Frustration Scale) and record it on Figure 3, Handout 14.

Number	Accuracy Guess	Accuracy Actual	Frustration Scale
0			
1			
2			
3			
4			
5			
6			
Median =			

Figure 2

Directions: On this chart you are to tabulate the responses of the group. Next to each number, record the total of those people who indicated their reaction at that number on Handout 11. After completing the chart, determine the median for each column (Accuracy Guess, Accuracy Actual, Frustration Scale) and record it on Figure 3, Handout 14.

Number	Accuracy Guess	Accuracy Actual	Frustration Scale
0			
1			
2			
3			
4			
5			
6			
Median =			

GROUP LEADER'S RECORD

Unit 15
Handout 14

Figure 3

Record results from Figures 1 and 2. Include the time that each section took.

	One-Way	Two-Way
Time Elapsed		
Guess Median (Receivers)		
Actual Median (Receivers)		
Frustration Median (Receivers)		

ANSWER SHEET FOR UNIT 15

Unit 15
Handout 15

Unit 15: One- and Two-Way Communication

1. Two-way communication means Person A __c__ and Person B __a__.

   a. Communicates with Person A

   b. Gets feedback from Person B

   c. Communicates with Person B

   d. Gives feedback to Person B

   e. Gets feedback from Person A

2. Two advantages of two-way communication are that receivers have the opportunity to:

   _____Be senders

   _____Share their expectations

   __X__Clarify information

   _____Give information

   __X__Tell the sender what they are already clear about

FORMAL AND INFORMAL COMMUNICATION PATTERNS

Communication patterns are affected by many things--by past history and tradition, by attitudes toward participation, by norms about what is proper to talk about when, by interpersonal relations and who talks with whom, by how much trust and openness there is, by how skillful people are. Patterns are also shaped by the physical environment--do meeting rooms encourage one- or two-way communication, e.g., are the chairs movable or fixed? Do lounges or dining rooms stimulate sociability? Do living and transportation conditions encourage after-school relating? What forces outside the building have an impact on communications within the building?

This session is designed to increase awareness of the fact that in school buildings there are both formal and informal communications, each with its own setting and its own network which may overlap but be different. The session is also designed to increase awareness that the way individuals behave will facilitate or hinder communications within a building. It will provide practice in diagnosing communication patterns in terms of what behaviors are facilitating and/or hindering.

Illustrations of facilitating behavior might include careful listening, participating freely, providing information, defining unclear terms, asking questions, giving own opinion, suggesting alternatives or relieving tension. Inhibiting behaviors might include talking too much, not listening to others, withdrawing whenever there is a problem or ridiculing and refusing to consider alternatives.

Formalized communication in school buildings is a common phenomenon to all involved. For our exercise we need to examine its purpose, appropriateness and effect. Many times it accomplishes its basic purpose--that of informing all who need to be concerned. The usual format requires information flow from the person responsible. A principal, vice principal or department head will circulate a bulletin, announce over a public address system or conduct a meeting to disseminate that which he feels is important.

Requests for supplies, audiovisual equipment, textbooks, etc., usually in triplicate, are common to all of us. It is a fact of life, a one-way process which when efficient is effective, simple, yet impersonal.

By contrast, individuals not in titled positions are often fountains of information and influence. Friendship groups, the noncertified personnel, old timers, etc., may literally control situations not touched by the formal lines as defined.

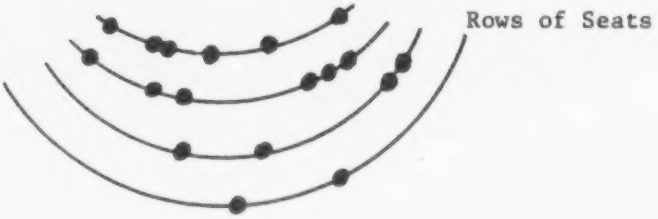
Formal lines of communication from outside a building have great influence upon the inner workings. Budget decisions, general policies and curriculum directives are a few examples that come to mind. Memos, letters and bulletins make additions to the "purple flood." Some are open to interpretation, others for implementation only.

Social contacts, pressure groups and rumor mills do exert considerable informal influences upon what can and will be discussed or attempted within the building.

Film Introduction. You are now going to see a film with two segments: the first is a staff meeting, the second an informal conversation following the meeting. These two segments illustrate the results of formal and informal communication patterns. Your task will be to imagine what patterns may be operating in this school building and share information in trios.

Diagram No. 1

Each circle in the diagram below represents a person and his position in a formal or scheduled faculty meeting. Try to associate the diagram with a recent formal staff situation at your school. After looking at the diagram, answer the questions below the diagram. Add circles if your situation has more.

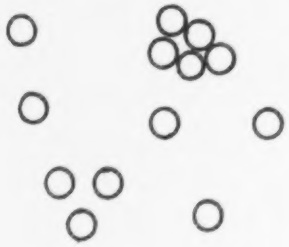


Questions

1. Where do you see yourself? (Place your name by circle.)
2. Can you identify other people? (Locate their names.)
3. Place a check by those who FACILITATE communicating. Think about what they do.
4. Place an X by those who INHIBIT communication. Think about what they do.
5. Do the facilitators function in the same way in less formal situations?
6. Do the inhibitors function in the same way in less formal situations?
7. What behaviors seem to be the most facilitating?

Diagram No. 2

Each circle in the diagram below represents a person and his position in a group. Try to associate the group on this diagram with the informal communications following the formal faculty meeting shown in Diagram 1--perhaps in the corridors, the faculty lounge or its dining room.

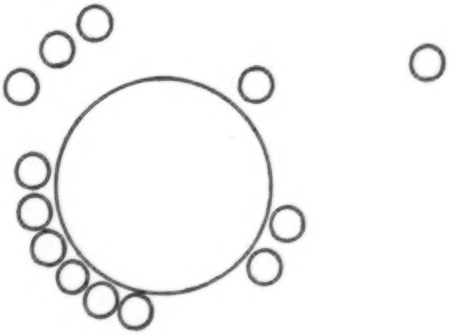


Questions

1. Where do you see yourself? (Place your name by the circle.)
2. Can you identify the other people? (Place their names by the circle.)
3. Place a check by those who FACILITATE communication in the group. Think about what they do.
4. Place an X by those who INHIBIT communication in the group. Think about what they do.
5. Do the facilitators function in the same way in more formal situations?
6. Do the inhibitors function in the same way in more formal situations?
7. What behaviors seem to be most facilitating?

Diagram No. 3

Each circle in the diagram below represents a person and his position in a recent departmental or grade-level planning session. Try to associate this diagram with a recent staff session at your school. After looking at the diagram answer the questions below it.



Questions

1. Where do you see yourself? (Place your name by the circle.)
2. Can you identify the others? (Place their names by circles.)
3. Place a check by those who FACILITATE communication. Think about what they do.
4. Place an X by those who INHIBIT communication. Think about what they do.
5. Do the facilitators function in the same way in formal and informal situations?
6. Do the inhibitors function in the same way in formal and informal situations?
7. What behavior seems to be most facilitating?

Diagram No. 4

Draw another diagram of a fourth situation (formal or informal) which you see as especially important in your school. Draw and identify circles as before. Then answer the same questions as for the other diagrams.

The situation you are diagraming is:

PROCESS OBSERVATION SHEET

Unit 16
Handout 3

Name of sextet member ______________________________

Your name or number ______________________________

Please complete the following scales and questions. Circle a number from 0 (low) to 6 (high). Write beneath the scale the behaviors you observed which determined your response.

When you are finished, exchange sheets. Make individual tallies. You may ask for clarification of points, but do not become involved in debates.

1. How much did he (she) participate?

0	1	2	3	4	5	6
None						A great deal

Behaviors:

2. How well did he (she) listen to other members?

0	1	2	3	4	5	6
Little or none						Very well

Behaviors:

3. How much influence (facilitating or inhibiting) did he (she) have?

0	1	2	3	4	5	6
Inhibiting			No Definite Direction		Facilitating	
Influenced to hinder performance of task				Influenced toward accomplishing task		

ANSWER SHEET FOR UNIT 16

Unit 16
Handout 4

Unit 16: Communication Patterns in the School Building

1. Three major factors that tend to influence communication patterns in schools are:

____Technical equipment
__X__Trust
____Personalities
__X__Tradition

____Difficulty of tasks
____Feedback
__X__Physical environment
____Paraphrasing

PROCESS OBSERVATION SHEET

Unit 17
Handout 7

Name of sextet member ______________________________

Your name or number ________________________________

Please complete the following scales and questions. Circle a number from 0 (low) to 6 (high). Write beneath the scale the behaviors you observed which determined your response.

When you are finished, exchange sheets. Make individual tallies. You may ask for clarification of points, but do not become involved in debates.

1. How much did he (she) participate?

0	1	2	3	4	5	6
None						A great deal

Behaviors:

2. How well did he (she) listen to other members?

0	1	2	3	4	5	6
Little or none						Very well

Behaviors:

3. How much influence (negative or positive) did he (she) have?

0	1	2	3	4	5	6
Negative			No Definite Direction			Positive
Influenced to Hinder Performance of Task						Influenced Toward Accomplishing Task

ANSWER SHEET FOR UNIT 17

Unit 17: Communicating Under Pressure

1. How does pressure tend to influence your personal style and skills of communicating?

   (The correct answers to this question are the ones you have been discovering for yourself!)

Skills in the first six units involved those an individual can have and use. Units 7 through 12 focused on knowing more clearly about communication between people, and practicing and skills learned in Units 1 to 6. In Units 13 through 17 the focus was on additional knowledge about ways of checking on what one knows and does. Unit 18 is an assessment of knowledge about personal style, and of a participant's ability with knowing and doing skills. Units 19 and 20 will focus on continued improvement of these skills and building support for continuous learning.

Here, in Unit 18, the opportunity is provided to make two kinds of assessments of learning. First, an assessment is made of content knowledge about the units. In addition, the chance is provided to assess how well one can do the skills presented in the units and to test one's own view of his skills against the perception of other members of his trio.

Two instruments follow for each participant to fill out by himself. In one case, his answers will be tested against those on an answer sheet, in another, against those given by other trio members.

ANSWER SHEET FOR UNIT 18

Unit 18: Assessing My Knowledge and Skills

1. Can you answer all of the items in this assessment of knowledge questionnaire correctly?

__X__ Yes _____No

(The correct answer for you at the moment may be no. This is, however, not an acceptable answer! Review all of the items until you are sure your correct answer is yes, the only acceptable answer.)

IMPROVING MY SKILLS

Unit 19
Handout 1

During the last eighteen sessions you have begun to learn four basic skills of communication--paraphrasing, description of behaviors, description of feelings and perception check, some of the processes that make communication difficult and some ways of communicating in groups and school buildings. In this unit you are asked to look again at your own style of communicating. You will be trying one way of structuring a situation to allow you to improve your skills.

1. What skills do you want to improve? You might help yourself determine this with answers to the following questions.
   a. What skills did you have the most difficulty with in the previous units?
   b. What skills do you think would be most helpful to you in the classroom; with other teachers; with administrators?

2. Take some time to think about those skills which the other two members of your trio might improve. Write them so you can share.

One way of creating a learning situation to improve your skills within the school is the Do-Look-Learn Model. The main elements of the model are:

1. Identify and assess the skill to be improved
2. Create a situation to practice the skill
3. Provide for feedback to learn if it was improved

For example, suppose you want to improve the skill of paraphrasing. You talk this over with a teacher friend and decide to incorporate a learning situation into the before-school planning sessions. You arrange to have a tape recorder for each session and agree to attempt to paraphrase every third statement your friend makes. After the session you replay the tape together, count the number of times you completed the task (every third statement) and ask for a critique from your friend on your skill level.

Normally we do things again and again without learning from the doing. This model emphasizes following the doing with feedback about what was done.

You have already identified some skills you would like to improve. Take 15 minutes alone to continue with Steps 2 and 3 of the model. In effect, create the conditions for your own learning. You will be asked to share your design with the other members of your trio.

Unit 19: Improving My Skills

1. The three main elements of the do-look-learn model of designing personal learning situations are:

   _____Analyze readiness of the learner

   _____Review lists of communication skills

   __X__Identify and assess the skill to be improved

   _____Discuss the skill with someone who is good at it

   __X__Create a situation to practice the skill

   _____Be sure you can state correct definitions

   _____Observe someone who is good using the skill

   _____Know the correct answers on this questionnaire

   __X__Provide for feedback to learn if it was improved

SETTING GOALS FOR IMPROVEMENT

Unit 20
Handout 1

This is the last session on interpersonal communications. You may or may not continue to work at improving your ability to communicate following this session. People don't usually continue to work at improving after a workshop! People tend to forget what they have learned. The skills they remember tend to be used less as time passes. This session is concerned with whether these tendencies will be true for you.

You won't be likely to improve unless you have clear ideas about what can be improved in your communication abilities. Unit 18 reviewed specific techniques presented in previous sessions. These techniques are to help you see yourself. You can use them to see what you know and can do now in the area of interpersonal communications. They also help you see clear goals for improvement that you might wish to set for yourself at any given time. Being aware of a discrepancy between where you are now and a specific goal for improvement can be a motivating force in you. Vague awareness that, "I could be better," is not apt to move you toward taking action to improve. Awareness of a discrepancy with a clear, specific goal is apt to move you. It can be important, therefore, to take time alone occasionally to think about, "Where am I now?" and "What would be a specific improvement goal I could be working on?"

Me Now ——→——→——→—— Specific Improvement Goal

Charles Jung

It's not easy to spell out a clear, specific picture of communication skills that you can set as improvement goals. Some educators are labeling such goals "behavioral objectives." A goal is stated clearly when I know, "What it looks like when it is happening." Stating that, "I want to be a better listener," is not clear and specific. I don't know what I would see when you are being "a better listener." The following statement is better.

> "I want to include paraphrasing when I talk with Jack at our curriculum study committee meetings. We have frequently found we did not understand each other in the past. I will be satisfied with my improvement when Jack tells me that my paraphrasing attempts were correct four times out of five."

This statement is specific because it focuses on one kind of communications act--paraphrasing--rather than a vague label--a better listener. It is clear because it states who is involved, "Jack and I," when,"at our curriculum study committee meetings," and what the criteria is for having reached the goal, "when Jack tells me that my paraphrasing attempts were correct four times out of five."

Try writing an improvement goal that you would really like to work toward and would like to talk about with your trio members. The guidelines to strive for are:

1. Focus on one kind of communication act
2. State who is involved
3. State when it is to be reached
4. State what the criteria is for having reached the goal

AN IMPROVEMENT GOAL CONCERNING MY COMMUNICATIONS THAT
I WOULD LIKE TO WORK TOWARD IS:

Developing Support In Yourself And From Others

The most important resource for supporting you as a continuous learner is yourself. Earlier sessions focused on problems such as the difference that typically occurs between one's intentions and one's behavior. Most of us need to find ways of coping with ourselves. Our knowledge, past experiences and desires are major resources within us. However, forces may exist which block us from these internal resources such as lack of time to sit alone and think. Sometimes it can be helpful to try writing down the forces in yourself which can help you move toward an improvement goal and those which work against movement. Such an exercise can result in new ideas about how to support yourself.

Past sessions have provided a variety of experiences in ways that others can help you improve your communication skills. However, these experiences were part of a workshop type of training. In order to be a continuous learner, you will need to seek out and develop helping relationships on your own. There may be forces in you, in others, and in your work setting that hinder or facilitate building relationships with others for getting help in learning. A force against, for example, would be failing to be specific about your improvement goal when asking for help from another. A force for would be remembering to give feedback to your helper about which of his efforts were helpful and which were not.

In the next exercise you will be asked to take turns in your trio giving and receiving help. During the many sessions you have worked together, your trio partners have built up a wealth of understanding

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Charles Jung

about your strengths and weaknesses as a receiver of help. When it is your turn to receive help, their job will be to help you better understand your strengths and weaknesses as a receiver of help. You can then plan ways to work at developing additional supportive relationships with others in the future.

Before the exercise begins, take a few minutes to write out some of the forces in you--the strengths and weaknesses of the ways you relate to others--that determine your ability to be a receiver of help. Use these lists when trio members are helping you explore ways you might improve.

Unit 20
Handout 2

STRENGTHS: Forces Which Support My Ability to be an Effective Receiver of Help	WEAKNESSES: Forces Which Block My Ability to be an Effective Receiver of Help

ANSWER SHEET FOR UNIT 20

Unit 20
Handout 3

Unit 20: Developing Support For Continuous Learning

1. Four guidelines for writing an improvement goal are:

__X__ Focus on one kind of communication act

_____ Define the nature of your concern

_____ Give your basic rationale

__X__ State who is involved

_____ Use illustrations

_____ Describe why it is important to have this skill

_____ Explain why you haven't already achieved this goal

__X__ State when the goal is to be reached

__X__ State what the criteria is for having reached the goal

_____ Describe how you will practice the skill

_____ Explain why this is a priority for you

_____ Write out a questionnaire

APPENDIX A: FILM SCRIPTS

UNIT 1 FILM SCRIPT: INTRODUCTION 362

UNIT 2 FILM SCRIPT, PART I: PARAPHRASING 364
UNIT 2 FILM SCRIPT, PART II: PARAPHRASING 367

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UNIT 4 FILM SCRIPT: DESCRIPTION OF FEELINGS AND PERCEPTION CHECK 372

UNIT 7 FILM SCRIPT: EXPECTATIONS AND COMMUNICATION 376

UNIT 9 FILM SCRIPT: THE EFFECTS OF FEELINGS 379

UNIT 11 FILM SCRIPT: OPEN COMMUNICATION: FREEING AND BINDING RESPONSES 382

UNIT 13 FILM SCRIPT: ROLES AND PATTERNS OF INTERPERSONAL COMMUNICATION 384

UNIT 16 FILM SCRIPT: COMMUNICATION PATTERNS IN THE SCHOOL BUILDING 387

UNIT 1 FILM SCRIPT: INTRODUCTION

Tommie: Well, Jane, you've been here now since the beginning--a week. I know you've run into many discipline problems. How are you making out?

Jane: Well, it was fine the first day, but to be perfectly honest with you, I really think that we should get together some more, and I think that we should all try to maybe work a little bit closer and look at some of the problems rather than...since I am new I feel very individualized and very alone and I think that I need some help. And the impression that I'm getting is that everybody seems to go...we have our faculty conference the day before school starts, and then once we start everyone goes in their own direction. And I would like to get together a little bit more.

Tommie: I think Paul will bear out the fact that supervision here is very lax, very poor. You're really on your own. You, you, there's no discipline of the children in their homes, and if you don't get supervision, your supervisors, to help you, you're on your own. So, of course, this is a good strength builder for a new teacher.

Jane: Is it?

Tommie: Yes, it really is. But I passed your room the other day and they were hanging from the rafters, so to speak. That is, you had no discipline....

Jane: Yes, but then don't you think that I need some more...a little extra help, rather than someone looking at me and seeing my weaknesses?

Tommie: Well, what I, I hoped today that perhaps you would begin to see no teacher, no one can really help you in your room. They can point out to you your weaknesses or your failures or your difficulties. But when it comes to setting the atmosphere for your room, you must do it. Now, this is what I observed. Your children came in the room noisy. You shouldn't have permitted that. You couldn't help that they were noisy, but you didn't have to let them come in the room. Try, the next time they come in noisy, march them right out the door and get them quiet first. Then lead them in the room. If they make more noise, you have to spend the whole period doing it, do it. I did it. It worked. It really does work. Now, your attitude toward them will be very different from mine. But one attitude you must develop is a strong one. You are the teacher.

Unit 1 Film Script: Introduction

Jane: All right, Tommie, I accept the advice, but I teach biology and you teach home economics. You know, you're dealing with a lot of young girls and I'm dealing with a different, a student with a different attitude when he comes into a biology class. And if I spend an entire period or an entire week teaching them how to walk into the room quietly, how am I going to teach them all the biology that they should know?

Tommie: Well, have you done any teaching so far?

Jane: Sure I have.

Tommie: How could you have?

Jane: I don't know how much they have learned, but I've tried my best.

Tommie: There's no learning taking place when there is no discipline. You can put your bottom dollar on that. Jane, I'm speaking from experience. I start my, I've started my 30th year here and I don't know everything--no one does--but I hope...now I'm not trying to advise you. I'm only making suggestions. You will handle it entirely different from me, the way I would handle it. But you will come out successful if you assert yourself a little more. You're not asserting yourself enough. Those kids have taken over your room. Now you're going to have a very difficult time getting them back. You'll get no help from Dr. Olson. Don't expect any.

Jane: Well, that's who I was going to try to see.

Tommie: You...be sure you go, but you can look for...what do you think, Paul?

Paul: I think you're being harsh.

Tommie: You think I'm being hard.

Paul: We have new students, a new type of students. Maybe her approach is different. You were going back to the conservative way of the stick before the - the learning... sit 'em up in their seats, sit 'em in nice, neat rows. Well, we don't have that anymore. Maybe we have to change. Maybe the problem isn't so much students. Maybe it's us.

Tommie: I think it is us.

Paul: We're different.

Tommie: I think you're absolutely right. It is us.

UNIT 2 FILM SCRIPT, PART I: PARAPHRASING

Segment 1

Teacher: Hi, Dr. Olson.

Principal: Hi. What can I do for you?

Teacher: Yes, I wanted to see you concerning the schedule.

Principal: Right on. Bogged down with it right now, 'til I don't know what's gonna' happen.

Teacher: You had the summer to work out this thing. I thought--or you promised me during the summer--that we're gonna' get this, have a better schedule than we had during the last year.

Principal: Things are always changing; there's always something coming up that you didn't expect. You just never can seem to nail things down right now.

Teacher: Well, weren't you prepared for these changes?

Principal: We do the best we can, as you know. And this music, these music classes are really a headache right now. We've really got some conflicts here. I'm not, I don't know what we're going to do about them right now....

Teacher: Well, what kind of music program....

Principal: ...we've also got to get the, get prepared for that first parents' meeting that we've got coming up next week. That's a real headache.

Teacher: You expect us to have a good music program, right? And the parents....

Principal: Right.

Teacher: If we don't have a good band, the parents is gonna' be on our back and we have to have the schedule....

Principal: Right. The parents, the parents have got to be considered. That's right.

Teacher: So we need the schedule, because otherwise if we have a failure in band, who's gonna'...see, I'm gonna' get it. We just don't have enough time. I really need that extra schedule. I see that you've made--you've given the physical ed department a pretty good schedule, you've given the art department, the dramatics club, everybody else--and here it is, the music department, we've gotta' sacrifice.

Unit 2 Film Script, Part I: **Paraphrasing**

Principal: I don't even really know what we're going to be able to say to those parents next Thursday night about the, the music program. I, I don't know.

Teacher: Well, who knows? If you don't know...you're the principal of the school. If you don't know what you can tell 'em, who does?

Principal: Yeah, listen, on this scheduling thing, what, what are your ideas about the scheduling?

Segment 2

Principal: Oh, hi. Thanks for coming back.

Teacher: Yes, I'm back. Right.

Principal: Hey, I have to apoligize for earlier today. I was just tied up in knots. I don't know, I guess some days are like that. But we do have a problem we've gotta' work out and maybe we can, maybe we can get this thing straightened out.

Teacher: Right. Did you come up with any solution on your own?

Principal: No, I haven't had any chance, and besides that, I just, I don't, I don't see how I could work out a solution without getting your ideas on how to do this....

Teacher: What do you have here?

Principal: Well, I tried to block out some of the key conflict points here that we're worried about, and the possibilities as compared to the ones that are absolutely out.

Teacher: And this, all this is athletic.

Principal: Right.

Teacher: This is completely out.

Principal: Well, that's the way we've operated, if we want to give the kids a chance to be in both music and athletics. And, of course, if they don't get that last period of the day, that goes then right on into the rest of their afternoon practice. And that's the problem there.

Teacher: You see any way that you can make a compromise with maybe two periods a day with the athletic department to give us a chance to get some of these kids out on to the marching field from the football team, because I have to have 'em out on the field for rehearsal and we need the field?

Unit 2 Film Script, Part I: Paraphrasing

Principal: Okay. Now....

Teacher: So can we compromise and at least have two of the days out of the three?

Principal: Well, let me, okay, let me check if I'm understanding you. You're suggesting that for the last period, regular school period....

Teacher: That's right, yes.

Principal: ...regular school period, that perhaps we could use two, two times a week we could use that last period....

Teacher: ...for the music.

Principal: ...so the kids could get out on the field for the marching band.

Teacher: Yeah.

Principal: I see.

Teacher: ...to work on their formations.

Principal: And, ah, and that would mean we would have to work something out with the coaches on, on how they could use that time without being on the playing field.

Teacher: That's right.

UNIT 2 FILM SCRIPT, PART II: PARAPHRASING

Segment 1

Teacher: I wanted to come in to speak to you. There just seems to be this undertone--undercurrent of discipline--and that the members of the faculty....

Counselor: It's a problem, I want to tell you....

Teacher: ...should keep discipline.

Counselor: Huh?

Teacher: ...that the members of the faculty should keep discipline.

Counselor: Of course, they should keep discipline.

Teacher: But....

Counselor: You know, if I've gotta' keep running down to take Mary and you or whoever, you know, I can't do my job. You're right, discipline is a big problem.

Teacher: Well, well, that's not the real reason why I really, I wanted to speak to you. I wanted to, I just want to let you know some of my feelings about the philosophy in this school towards the women folk. I seem to be, I'm being put down by not only men, but women, because I'm....

Counselor: Oh, come on now....

Teacher: No, it's true, it's true, because of my age, and, and my sex, and the....

Counselor: Come on, Jane, you're too, you know, you've been reading too much women's lib stuff, I....

Teacher: No, I haven't been reading it, I've been....

Counselor: I don't see the guys doing that around here.

Teacher: Sure, they are. For example, Neal was....

Counselor: Oh, yeah, but Neal, you know Neal. He's a joker, he....

Teacher: No, he's not a joker. When, when you share an office with someone and he wants to see...he ways to me, "Why don't you wear a dress like you should? Your place is in the home..." If I want to make new ideas--I've got some progressive ideas--they tell me--the men....

Counselor: Why don't you wear a dress?

Teacher: Well, because I'm more comfortable in the laboratory. Why should I bend over and have the students and have all the other faculty members be steered away from what they should be learning? So, you know, when you're comfortable in pants, why not wear what you're comfortable in?

Counselor: Yeah, but you're not serious about this.

Teacher: Of course I'm serious. I'm serious because I have ideas, I've gone to school....

Counselor: I mean the real problems in this school, you know, have to do really with the kids. And discipline...I don't, I didn't think we had these kinds of problems, too.

Segment 2

Counselor: Hey, come on in, Jane. I got that one out of the way, so....

Teacher: That's okay. You don't have to stand up.

Counselor: Okay.

Teacher: Getting back to my...what some people think is only a small problem is a major problem to me. I'd like to get this cleared up. How do you think--you being a counselor--how do you think that we can overcome this social problem? We've got to get the women--maybe you as a man can't understand my point of view--but we've got to get the women to be on an equal level with the men faculty members. Don't forget, I've got just as much schooling and I've got just as much of an IQ as the next person, the next male, that is. So, what would be your suggestions?

Counselor: Well, first, let me see if I--I admit I was kind of hasty earlier today--let me see if I understand what you're saying. You feel that, that we, the males in this school, are treating the female teachers as second class citizens? Is that what you're saying to me?

Teacher: Yes, you might say that. Maybe not all the females, you may not do that to the older faculty members, but I surely think that it is with the young female faculty--those that are unmarried or married or whatever. I've been told that my place is in the home...wait 'til you have children and you have to take care of them and then you won't work. Well, my career comes first, and, especially Neal...he's the one that just doesn't understand this situation. He thinks that once there are children, that I won't be working anymore, which is

Teacher: (Cont.) contrary to how I actually feel. So I have this clash. And then within the department, besides the fact that the other faculty members--me being the only woman, as you know--I can't get a word in edgewise. Whenever I think of something that's new and progressive, they put me down. They say, "Well, Jane, don't make waves. You just...."

Counselor: Gee, I kind of forgot that you were the only woman in biology, ah....

Teacher: Well, it's not easy with nine men.

Counselor: Well, okay, but....

Teacher: Senior men.

Counselor: That's probably--that's may be what you're talking about--that our whole science department has been men until we brought you in. Well, I don't....

Teacher: There have been other women, but the problem has been that, ah....

Counselor: ...they've pushed them out?

Teacher: ...they've been pushed out.

UNIT 3 FILM SCRIPT: BEHAVIOR DESCRIPTION

Principal: You know what the problem is. You are doing very poorly in school. And it's obvious that your attitude is wrong. You, you're lazy, you clearly don't care about what other people think or what's going to become of you. I don't know what the schools can do to be of any help to you.

Student: Look, Dr. Olson, you're not me, therefore, you don't know how I feel--whether I'm lazy or if I don't care. And you will never be me. So don't tell me how I feel if you don't know, 'cause you're not me.

Principal: How can we...how do you feel?

Student: School is a bore. If it was a little interesting maybe somebody could learn.

Principal: How can, how can we explore this then? What can we do at this point?

Student: Maybe you should do more work instead of having the teachers run in and out the whole period.

Principal: Let me back up. Okay? Maybe I was jumping to conclusions. I guess the problem may not be that you're lazy and don't care. I guess the problem is that we just don't know how you do feel. So if I was making conclusions that were wrong, can you help us understand what you really do care about and what you need, so that we know how we can do something that can be helpful?

Student: Yeah. See, what a person wants to learn in school you don't teach. You teach the unimportant stuff.

Principal: Well, what kind of things do you personally want to learn? What would make a difference to you?

Student: To--the now times instead of the past, 'cause we don't, we're not going back to the past. Therefore, we don't have to know about the past. We have to know about the future.

Principal: What are your ideas about how to learn about the future?

Student: Learn about the war, what's going on over there, how the people over there feel about the war and stuff like that.

Principal: You know you've done poorly in some of your, in many of your courses. Maybe we just haven't had you in the right...we have, you know, a course in current affairs where they're really getting into the issues on the war. And the way you've been doing in some of your other courses, I would say you don't have some of the fundamental

Principal: (Cont.) skills to do well in that one, but maybe you do. Maybe if you cared and you were in that course, things could be different. Would you like to try that? Could we try switching you into that course and see?

Student: Yeah, all right.

Principal: Let's give it a try and see what happens.

Student: Okay.

Principal: Okay, great. Let's see if we can't do something about this.

Student: All right.

Principal: Thanks.

UNIT 4 FILM SCRIPT: DESCRIPTION OF FEELINGS AND PERCEPTION CHECK

Segment 1

Voice: And a teacher like Jane needs help. And it's very clear to me that in the meetings you've been having she's not getting it.

Counselor: Well, we're trying. But possibly it's because Tommie seems to dominate the meetings with her antiquated thinking.

Voice: Why should Tommie dominate meetings? You know, there's a reason why we need men in the schools. And you just can't sit back and be wishy-washy, you've got to come through.

Counselor: I don't think my opinions would change Tommie's point of view, after 30 years of being in that rut of constantly teaching.

Voice: Therefore, you simply sit back and don't say anything?

Counselor: No, I, I've joined in on the discussions, maybe not as much as I should have. But it seems like a hopeless case working with Tommie.

Voice: I get the....

Counselor: Her mind is, her mind is closed.

Voice: I get the impression that you're just holding back, that you're being wishy-washy.

Counselor: No, I'm not, I'm not trying to be. As a matter of fact, I probably agree with Jane's method of teaching. I've tried it and I've used it for the last two or three years in my own class.

Voice: Then why isn't Jane getting any kind of usable help from you?

Counselor: Possibly because of class size. I don't, I don't see it as my, as my ballywag (sic) to help her. That's administrative position, I believe.

Voice: Every teacher has to help every other teacher, especially the new teachers.

Counselor: Well, I don't see any of our older teachers coming forth.

Voice: That's exactly what I'm raising with you. She turned to you for help and I don't see you coming forth.

Counselor: Well, I have visited her once or twice. And her class does seem to be interested in the subject. But there are just certain times when a few of her students have been acting up. And it seems these are the times most of the other teachers always catch her. Also, she has the worst class in school. She has the worst freshman class we've ever had. She has all the rowdies in one group. I know we don't have a track system, but it seems that she has all the worst students.

Voice: You've been here seven years and I know that you have some interest in administration. Now you're just ducking the problems again. Of course we have tough classes; of course we have problems.

Counselor: Well, I don't know what we're going to do about them. I guess we're going to have to sit down and talk it over. Possibly you should get involved. I've been here seven years and I've seen very little help from administrative personnel.

Voice: I'm involved right now.

Counselor: All right, with one person, me.

Voice: Right.

Counselor: I'm not the one that needs the help, though. I don't think I need help. Possibly I do.

Segment 2

Teacher: It just seems that Tommie would come up above all others, and pick me out as not being stern enough, strong enough with my students, when in fact....

Voice: Well, this is when you got, this is when you became angry with her?

Teacher: Well, I'm not angry with her. There's really no reason to be angry with her. She has her point of view, but she doesn't have to harp on it. And, although it is a problem, I'm certainly not going to be upset with the woman, if these are her feelings and her philosophy, that's all well and good. She has to, she has to come back to you if there are any problems, you know. I work with her, I don't work for her, and she doesn't work for me. We both work for you.

Voice: Well, this is what she's done, of course, and she's said that you're angry with her, and that....

Unit 4 Film Script: Description of Feelings and Perception Check

Teacher:	Well, I did call her a liar and I said a few other not very nice things to her. But I'm not the type of person that's going to be angry with her. She might be angry with herself, is what's happening. But for me to be angry with her, no, I'm not.

Segment 3

Teacher:	When a kid, you know, when my classes come in wild and, they don't come into my room, I line 'em up outside until they're quiet, then I bring them in. She says, well, that's what you should call it--I don't remember what she called it, it's discipline. Why is it these young people are uptight about getting law and order in the room? Why are they so uptight about it?
Voice:	You know that we rely on you and the older teachers....
Teacher:	I know you do, but I don't get any support from you.
Voice:	...to make teamwork in the school. This is the thing that you can do. And we just need you to move in and do this.
Teacher:	But when you have a teacher who is so obstinate, when you...well, now, you know I've worked with practically all the young teachers who've come in, but this one is the most arrogant, obstinate. When I said something--I said you don't have law and order in your room, you can't teach, I said I came to your room and you were at the blackboard working and the room was a shambles--the kids were running out of the room, they were throwing spitballs. And she told me I was negative, that now, which means I had lied. Well, I said, well, what is that thing you chew up in your mouth with paper and throw? I was taught it was a spitball.
Voice:	What is there about your approach that you can't get through with her?
Teacher:	The chances are--what is it about her reception? Let's find out what's wrong with her. Don't, don't...you know what I notice about you, Dr. Olson? I don't care when we come to you about the young teachers, your first reaction is: What's wrong with your approach? Now, what is wrong with my approach? Now, you've reproached me and I've reproached you. I have approached you enough. What--now you tell me, you're the principal. Well, you know, when you were in the classroom...I think that's why you got to be a principal, because you were just sick of the classroom. But the fact is you have a right to be anything you're big enough to be. But don't always blame the older teachers for their approach. I am sick and

Teacher: (Cont.)	tired--I'm just tired--I'm sick. If it weren't for the three or four of us, your school would be a...and we have backed you all the way. And you know we have backed you. We've backed you in the public meetings, community meetings; we've backed you because we feel you're our boy. But let me tell you something. You are not giving us the support we need with these young teachers.

UNIT 7 FILM SCRIPT: EXPECTATIONS AND COMMUNICATION

Segment 1

Other: Oh, hi, Jim, how are you? Hey, don't you have a class right...aren't you supposed to be in class right now?

Jim: Yes, but I need a projector right now. The projector I got yesterday is missing. I need it....

Other: Right.

Jim: ...I need a projector for the marching formation for my class right now and I need it right now.

Other: Oh, okay. Well, that should be no problem. Let's see. We need to fill out the form for it here. You need an 8mm or a 16 or....

Jim: Yes, but can I get it right away? My class is not covered.

Other: Well, which do you need, an 8 or a 16?

Jim: I need a 16mm.

Other: Motion picture.

Jim: Motion picture, right. Okay.

Other: Let's get the form here.

Jim: And I can sign these later?

Other: Do you need a student projectionist to run it?

Jim: Well, I need a, I can do it myself. Can I have it right now, ah....

Other: Okay, right.

Jim: The first period is gonna' be over pretty soon.

Other: You need a take-up reel....

Jim: Right.

Other: ...you need everything.

Jim: Everything that goes along with it, as far as....

Other: Okay. You've got the film that you're gonna' use.

Jim: I have the film. I just need a projector right now before, I'd like to get it to my class before the period is over with.

Other: Right. Right. Okay, I'll, I'll take care of this and get it to you right away.

Jim: Say, within, before the period is over?

Other: Right. I'll call right away. You'd better get in there.

Jim: Yes.

Segment 2

Paul: Hi, Jim, how're you doing?

Jim: All right.

Paul: Hey, listen, remember that idea I was telling you about? That new reading technique I was going to try with the kids?

Jim: Yeah.

Paul: No, listen, this is fantastic. I don't know if I'm gonna' make it 'til lunch. You know, I tried this idea using crossword puzzles with all the new vocabulary, and I even thought maybe you could help me with some of the music techniques. I have another idea that's really great and I'd like to try it out, if you have the time. You think you can do it in about five minutes?

Jim: Yeah, say, see you at lunchtime, Paul, because I've really got to go, Paul.

Paul: I don't know if I can see you at lunch time.

Jim: I have to go now. If not, I'll talk to you later. I've gotta go.

Paul: All right.

Jim: Okay?

Segment 3

Jim: Morning, Jane.

Unit 7 Film Script: Expectations and Communication

Jane: Hi, Jim. You know, Jim, I know you're looking at your watch, but something's bothering me. You know you're supposed to hand in the agenda for the meeting, and the meeting is tomorrow, and I've got to get that agenda in now. Did, did you do it?

Jim: I realize that, Jane. Yeah, I did it. I'll give it to you sometime today.

Jane: Well, I hate to, I really hate to pressure you, Jim. It's just that if it's not in by this afternoon, I'm going to be the bad guy, and you're responsible for it.

Jim: Why didn't you, you know, why didn't you remind me before, though? Did we get a bulletin on this? Did we get a....

Jane: It was your responsibility to do it.

Jim: Did we get a bulletin that it was due?

Jane: I really can't....

Jim: Because, you know, I've really got to....

Jane: I can't let you leave until I have the agenda.

Jim: Yeah, but I have to go. I have to go.

Jane: Well, we have to go...I'll go with you....

Jim: I have a class, I have a class....

Jane: Well, I'll go with you, and if you don't have the agenda, wherever the agenda is I'll go get it.

Jim: I'll send it down by one of my students.

Jane: But it has to be done now. I have to have it right now.

Jim: My desk is all messed up....

Jane: But Jim, I'm the one that's responsible for handing it in.

Jim: I know, but I told you I'd get it to you before the end of the day.

Jane: Well, you know what we can do? We can sit right down and you can tell me what the agenda is and I can write it down and get it in.

UNIT 9 FILM SCRIPT: THE EFFECTS OF FEELINGS

Segment 1

Principal: I had to have you come in here because I'm angry and you need to know it. Now, we've got the kids to think of, and just because you're retiring in a year doesn't mean you can go around doing any damned thing you please. Now I don't know if it's intentional or not, but the way you've been operating, you've got this faculty split right down the middle. You have your way of doing things; other people have their way of doing things. And there's got to be a place for both. You cannot go around undermining our new teachers with our other faculty, our parents, our kids and this has got to be dealt with.

Teacher: Well, I, you appear to be trying to deal with it now, Dr. Olson, and you...

Principal: Maybe not too well, because I am angry and you need to know it.

Teacher: Well, I feel that with things of this nature causes you to be angry, it's an indication of your instability, not mine. If things came to such a pass that the teacher was strong enough to split your faculty down the middle, then you have been negligent somewhere. And to sit up here and tell me you are angry, I could care less.

Segment 2

Principal: Oh, hi.

Teacher: Dr. Olson, you wanted to see me?

Principal: Yeah, great. I'm glad you could come in. Sit down, Jane.

Teacher: I just, I only have a few minutes. I left one of my senior....

Principal: Oh!

Teacher: ...students in with the class....

Principal: Oh, great!

Teacher: ...and you know, they're able to supervise themselves now.

Principal: That's....

Teacher: It's nice to see that happen.

Unit 9 Film Script: The Effects of Feelings

Principal: ...that's just what I wanted to say something about. I really just felt I needed to talk to you about it. The job you've been doing with these kids has just been remarkable, and I want you to know that I'm just, I admire it, I'm tremendously pleased. Our kids face so many difficulties these days, and somehow you've managed to get through to these kids; you've got them turned on, you've got them involved, taking responsibility. You've just done a beautiful job.

Teacher: Well, thank you.

Principal: And I appreciate it.

Teacher: I guess I owe it to the fact that I am young and they... more or less they can identify with me a little bit more....

Principal: I really can't, can't think that it's just a matter of, of age or, or your sex or race. I think it's that you're just open to people and you're able to really be there with them. You seem to get through to them, to hear them, to understand them...and they respond. And it's just a beautiful thing to watch. I, I want you to know that I think you just deserve a tremendous amount of credit for what you're doing.

Teacher: Well, thank you very much. It's, it's nice myself to see the students responding in such a, a fulfilling manner, rather than just hearing about all of the rumbles in the halls and all the misdemeanors that they're always getting themselves into....

Principal: I hope you're....

Teacher: ...there's some good ones, too, you know....

Principal: Well, I hope you're....

Teacher: ...This is what I'm trying to pull out and pull away from them, the good things and not the bad things.

Principal: Well, I hope you personally are feeling the satisfaction of it, because I think it's you as a person in the way you're working with these kids, and I just think you deserve a great deal of credit for the way you're going at this.

Teacher: Thank you. I appreciate that. It makes me want to go on and it motivates me and I'll keep doing the best I can.

Unit 9 Film Script: The Effects of Feelings

Segment 3

Teacher: Good morning, Dottie.

Student: Good morning.

Teacher: Please sit. I have sent for you...you probably know why. Do you have any idea why I've sent for you?

Student: No.

Teacher: No idea at all. How was your report card the last time you received it?

Student: It was all right, I guess.

Teacher: Well, you failed--everything. As a result of your poor work this year, you have no chance whatsoever of graduating or passing. I want first to...you probably knew already, didn't you? Because you're an intelligent girl, and you realize if you don't pass at least three quarters...we only have a month more to go. I believe it's fair to tell you, before I speak to your mother, to prepare you and maybe you can help me to prepare your mother on what actually happened that caused you to do poor work, work that could not pass you on to give you your diploma. Your only chance now is to get your attitude and yourself together so that you could go to summer school. Had you thought about summer school?

Student: Not really.

Teacher: How do you feel about going to summer school?

Student: It's a bore.

UNIT 11 FILM SCRIPT: OPEN COMMUNICATION: FREEING AND BINDING RESPONSES

Tommie: I don't want to come in and take over your class or exert any effort in your class for this reason. The only time they will behave themselves is when they see me coming.

Jane: But is that any way to, to to teach? Is to have the students afraid of you? This isn't the way I've learned and this is the way...I can't teach that way. I have to do it my own way first.

Tommie: Well, fear and respect and discipline are three different things entirely. I feel that a child must first learn in order to get what is being imparted, he will have to discipline himself to the extent that he is quiet enough to hear what's going on. Do you agree? Does he need to know what's going on to learn?

Jane: Well, he needs to go, he needs to know what's going on, but he also has to have a self-reliance, a self-confidence in himself, that he's not relying on the teacher as a disciplinary measure, but he's relying on her as a source of information. And don't forget that...now I have a laboratory and in the laboratory the student is put on his own and I really haven't had any problem with the first couple of labs with discipline.

Tommie: Well, now you'll....

Jane: You haven't seen my lab.

Tommie: Yes, I have.

Jane: Well, then you're spying on me.

Tommie: No, because I think you're a good teacher. But I think that you're a poor disciplinarian, but you're a good teacher. All I, my only interest is Dr. Olson is not coming, but I've seen him let a lot go.

Jane: Um-hum, well....

Tommie: So I'm just saying this. The only reason....

Jane: You're warning me, that's what you're doing.

Tommie: Well, all right, you take it as a warning, but I would shape up.

Jane: You're warning me that if I don't, ah, ah, succumb to all of the rules of....

Tommie:	I didn't say that. My statements were the fact that what I do you couldn't even get away with, you know. You remember I said you set up your own way of dealing with what you've got to deal with--don't let the children just deal with you. These children have no discipline at home, parents are just like you are--they do what they please. Dr. Olson is the same way, honestly he is. But, for some reason he expects with all this liberalness that he's putting down, for you to get in there, and remember now, these tests come up, he expects....
Jane:	Yeah, I haven't heard it from him.

UNIT 13 FILM SCRIPT: ROLES AND PATTERNS OF INTERPERSONAL COMMUNICATION

Segment 1

Teacher: I left the class, but I just felt I just absolutely had to see you for a few minutes. I have a, I have a chance to work with a student, and I'm really interested in, in your ideas about it. Janie Johnson has talked with me about how much help you were to her in working with that Menaker boy in the science class.

Counselor: Oh, yes.

Teacher: Yeah. You know about Dottie, I think, I think you've seen Dottie....

Counselor: Yes.

Teacher: ...she's having such a rough time.

Counselor: She's having more than a rough time.

Teacher: Oh, yeah, and Dr. Olson was telling me that he was having a talk with her and that they're going to try her in my current affairs class. And you know, I'd really like to see if I could help the girl and I just don't know of anybody on the whole staff that can come closer to being of some help to me than you can. And I'd just like to have your ideas on how I might help, help Dottie.

Counselor: Well, she is going into your current affairs class....

Teacher: Yeah, and we're not sure about her skills, you know, to do the kind of stuff we're doing in the class.

Counselor: I see. Well, her grades are not, are not overwhelming by any means. However, as a suggestion, you might start with the funny papers.

Teacher: Funny papers! Oh.

Counselor: Right. Get her interested at least in the news. And I'm sure the young lady might read the jokes or the comics.

Teacher: Yeah, well, that is a....

Counselor: And, you know, as openers. And maybe she'll turn to the sports page or one of the fashion pages next, then we can move her from the rear of the paper to the front of the paper to the current affairs. That might be one, one activity that might get her into....

Unit 13 Film Script: Roles and Patterns of Interpersonal Communication

Segment 2

Principal: Glad you could come in. I needed to talk to you about how things are going with Dottie. And you know this, of course, is a serious problem that we have. And, as I told you in the talks I had before, she indicated that what she wants to get into is current events and what's going on and how to deal with the kind of things that are going to happen in the future and I have to tell you I really think a lot of what's going on here is from her parents and from the community and the whole black issue. And this is a very touchy, very touchy thing. We really need to get this gal on the track and be able to meet her needs and be able to speak to these parents and show them that we are doing something here in the schools.

Teacher: Yeah. I, I'm somewhat aware of some of the things you say, Dr. Olson, and, and I appreciate your position, and as you know....

Principal: We've got to have a, we've gotta have some success. If we can't, if we can't do something with these black problems we have, the schools are just in trouble.

Teacher: Right. And as you know, from my past performance, I'm wanting to do everything I can to support you and....

Principal: Right.

Teacher: ...and having, having the school be....

Principal: Right.

Teacher: ...be what it needs to be. And I see you as the....

Principal: We've got to work as a team.

Teacher: ...and I see you as the person who, to whom I look for help and direction.

Principal: Any time, any time I can help, I want you to come in here and let me know what's going on.

Teacher: Well, with the, with the information that you gave me when you assigned Dottie to the class, I think that we're coming along pretty well with her. As you know, of course, it's something we have to move along with her a bit at a time.

Principal: Well, I'm wondering, I'm wondering about her past experiences and perhaps what's been happening with some of the other teachers.

Segment 3

Teacher B: You know, that gal, Dottie?

Teacher A: Oh, Dottie...right, yeah.

Teacher B: She was in Mrs. Cobb's home ec class, it seams--I'm getting this feedback--and now they're putting her into your class.

Teacher A: Yeah, Yeah.

Teacher B: So what's going to happen?

Teacher A: Well, gee, it's....

Teacher B: She's a nice girl, but....

Teacher A: She's a nice kid, I understand. I don't really know her all that well. You know, you were so, you had so much success with your, you know, your consulting with Dr. Cole and the Menaker boy in your class, that I went right to to him and, you know, he gave me some notions about how to start out with her--newspaper stuff--start with comics and that kind of thing. I guess part of the problem is we're not sure about her skills to do the stuff. I'm a little, you know, kind of shaky about it, but I'm willing to take a stab at it.

Teacher B: You are?

Teacher A: Yeah.

Teacher B: Good for you. I'm glad that I wasn't put into that position, because, you know, I kind of get the feeling that maybe because she didn't succeed in Mrs. Cobb's class, that perhaps the principal is putting her into your class and now....

UNIT 16 FILM SCRIPT: COMMUNICATION PATTERNS IN THE SCHOOL BUILDING

Segment 1

Principal: Well, the reason we're meeting today--and we only have a short time--is that it's very clear to me that we do have some things we need to work on as a staff, some--I don't like to call it problems, but--some issues and some things about the ways we work together that it seems to me we could improve on. And I asked you to get together today as a representative group, if you will, of our total faculty to help build an agenda of some of the kinds of things you think we need to work on and discuss in future meetings. Now, the purpose of our short meeting, then, is to work on that agenda. We're not going to take the time today to try and deal with the issues, but we need a list, ah, for example I've started out with a couple of things. One is the issue of our scheduling and the conflict that we do have between the music and the phys ed, particularly, and I think there, that that's not the only conflict. And another is the question of the use of the textbooks.

Counselor: Excuse me, may I interrupt a moment? Would you again state how you feel this is going to help us resolve problems?

Principal: Well, I think we need to get a list of some of the issues out so that in our future meetings....

Counselor: Issues concerning what?

Principal: On how we work together and how we deal with some of these kinds of problems that we have.

Counselor: Well, that's very nice, but I thought we were in the business of helping children.

Principal: Right. Right. I think we all agree on that.

Counselor: Shouldn't our first thing, then, on an agenda be helping children?

Principal: Fine. But let's make it more specific if we can, so that we don't...you know, sometimes we just have these sessions where we talk and we don't get down to the work we need to get done. So do you have something more specific that we could put down?

Counselor: Yes, I really do. I would like to, to discuss--I won't name the child right now--but as a case in point, we have a student who has been in....

Teacher A: Well, you know....

Counselor: ...trouble....

Teacher A: Excuse me, Ed. I think if we go about it this way, this is, we're helping children indirectly by obtaining better materials for them. Possibly....

Counselor: The school isn't built on materials, the school isn't built for teachers. The school is built for children.

Teacher A: But again, you must have some kind of regimentation or some kind of orderly process where we can develop these children to become....

Counselor: Why?

Teacher A: Well, you're not going to have them run around wild. You're not going to be, what have we here? You know, you might as well give me a whip and tell me....

Principal: Let me suggest, let me suggest that the question of our philosophy of how we work with children is a critical one, but that our purpose in this meeting is to build an agenda so we can get at some of these issues. So if we can get down some of the items in concrete terms, and then deal with them in our future meetings, I think that's what we need to get done today.

Teacher A: Yeah, but....

Teacher B: Is one of our agenda items, you know, real educational, innovative, exciting things? Is that going to be on the agenda?

Principal: If you, if you have some specifics that you think--for example, our, our effort at joining departments on some courses--something like that....

Teacher B: Well, some exciting things we're doing with kids and what some of the possibilities....

Teacher C: Excuse me, Ruth. I, I know what the agenda's going to be, and I really have to run.

Principal: Listen, before you go, could we just, you haven't had a chance to say it, and before you go could you just give us any suggestions that you have so that we have your ideas?

Teacher C: Well, I might agree with Ted that, you know, more of the issue would be on how the student learns and getting down to the kids' problems than having the issue over music and phys ed and the use of the textbooks. I would agree with Ted. That could be number one.

Unit 16 Film Script: Communication Patterns in the School Building

Teacher A: I think we know how students learn....

Teacher C: But in the meantime, I still have to go....

Counselor: If you know how students learn, I'd like to hear it.

Teacher C: Bye-bye.

Counselor: I've been studying them for too many years to think about, to think that all students learn the same way and every teacher teaches the same way.

Segment 2

Teacher B: You know, this is the most fabulous thing. And this is one of the reasons I think we need to talk about stuff like this in the staff. This gal came to me and she was turned off and bored, you know, the whole bit. And I went to Ted--I don't know if I told you about this before....

Teacher A: No, no, I don't remember.

Teacher B: I went to Ted and got some ideas from him, and we got a tutor for her to help her with her reading. And you know, I mean that kid is beginning to come to life.

Counselor: Well, that's what I meant by motivation. I'm damned frustrated around here with these constant meetings about other things than what we're here for.

Teacher B: You know, I think we need--I, I want to get at this business of programing for exciting things to happen with the kids educationally--really, you know, we....

Counselor: Well, I'll be honest with you. You can talk about programing and all the best programs in the world aren't going to mean a rap unless we motivate those kids. Can we get them involved in helping us do the programing?

Teacher A: That's what I was going to suggest. Can we get these groups, these factions together to come in and list their demands or....

Counselor: I don't want to hear demands. Demands don't mean beans to me.

Teacher A: Well, or what they would like to see happen.

Counselor: That's a different story. If we can somehow move the higher-ups in the administration to listen to just what we're doing here. I would suggest that the student leaders are always going to be motivated. We've got to get to the other kind of leaders, the underground leaders--who they are, how do we get to them, how do we rap with them first--so they're not threatened by us. We've got to establish a kind of bridge of honesty, from them to us, back and forth, so that they can listen to us and we can listen to them and make some sense out of it.

Teacher B: Yeah, and, yeah, okay. But you know, that, that does take some programing, that does take some....

Counselor: Yeah, you're right....

Teacher B: ...and we don't just fall to one day and say, "Okay, kids...."

Counselor: Right. That, that takes programing, building that bridge together.

Teacher B: Yeah, now that's the kind of stuff that I....

Teacher A: How do we identify these students? You know, some of 'em could be just giving us a lot of baloney, giving us the usual bull line: "I want this and I want that," and all they're looking for is an easy way out.

X: All right, let's take a look at the circular process of interpersonal relations and see how it works. Our Diagram I here shows that the best way to get a feel for it is to think of someone you know very well.

Y: So it's me and somebody else we're looking at?

X: Yes, so think of a person that you know very well and as you think of that person we'll go through these steps of the diagram and you can try out the meaning then in terms of that person you know.

Y: Well, I guess then we'd be starting with my expectations and perceptions that I have about the other person.

X: Yes, and that half of the diagram that numbers 1, 2, 3 and 4. That represents you in this relationship. And so number 1 represents that you see certain things about a person in terms of when you're with him. And also what you see is going to be influenced by what you expect to see.

Y: And then that, of course, takes me over in the float to number 2. And that is what goes on inside of me in thinking about the other person and thinking about myself in relation to this other person.

X: Right. And as you think of that particular person you have certain feelings about yourself. Now go to number 3. And this says that you have certain orientations or ways that you intend to behave when you are with that person.

Y: As I am interacting with him and indicating one thing or another in my behavior toward him.

X: Towards that particular person. It might be different with someone else.

Y: Right, and this takes us then over to 4, which is actually my behavior output--how I act in reality toward him.

X: Yes, and the idea here is, is that a, the particular ways that you act when you are with that person are special to that relationship, and you may have a somewhat different set of behaviors that you tend to use with another person. For example, with one person you may tend to have a set of behaviors that are a part of a joking relationship, whereas with a different person you tend to have behaviors that are more serious.

Y: And then the interesting thing is that the behavior the guy put out and which impinges on him--that he sees, feels, hears—sort of meets up with a lot of expectations and perceptions he has about my behavior.

X: Just as over in 1 you saw certain things about his behavior. In 5 he sees certain things about your behavior, and as you just said, what he sees tends to be based on what he expects he's going to see.

Y: And that means that although my behavior from my point of view may have been intended one way, his expectations and perceptions may be coding it and seeing it in quite a different way.

X: Well, it's like with my wife. When she sees me coming home in the evening with a certain expression on my face, she knows that I've had a tough day at the office. Her expectations get together with that particular behavior that she's learned to interpret.

Y: So in a circle of friends who I know and who I'm related to, things are going on inside of them as a result of the expectations and perceptions. They are now coding this in terms of their conceptions of their relationship to me and their evaluation of themselves.

X: And in 7 they have intentions or orientations toward you in ways that they tend to behave toward you.

Y: And this, of course, leads right into their actual behavior, which is point 8 on the circle and brings about the closed circle of their behavior toward me--what I am perceiving and expecting--and starts the whole circle again.

X: Yes, now, let's take a look at Diagram II. It shows some of the things that research studies have indicated are especially important dimensions under each of these parts of the relationship.

Y: That is, up there, if we start around again, the individual's perceptions and expectations may be that the behavior that's coming in from the other person, I'll be looking at, whether it's friendly or it's hostile.

X: Right. Now here again if you think of, you're thinking of a particular person as we go through this diagram. Research indicates that how friendly or hostile that behavior is tends to be an awfully important thing in most of our relationships or how helpful as compared to how restricting you see their behavior being.

Y: Well, whether I see it as accepting or rejecting of me.

X: ...or suggesting or demanding. Now, it may be with a particular person you are thinking about there are some other dimensions that are important, but research indicates that generally speaking, in most of our relationships, the dimensions that are shown here tend to be very important ones.

Y: As we are tuned up to look for these and react to them.

X: Now, let's take a look at the inner personal process, the things that are going on inside of me in this relationship. Three things stand out here.

Y: Well, one certainly is the conception I have of my own resourcefulness to deal with relationships in this world.

X: And thinking of a particular person now, this would mean to what extent do I see myself as having something important to that person.

Y: ...and how do I evaluate myself in relation to that person.

X: Right, the second thing under this heading is the perception of evaluation of myself by the other. In other words, do I think that other person sees me as having some valuable things.

Y: Takes this, then, over with all this internal processing that's going on within me and my orientation toward that particular person.

X: Well, there's, and I think there is one more thing under that inner personal process, and that is, do I see the other person as having things that I need?

Y: Right.

X: And then we move on, as you say, to the question of: What's my orientation toward that person?

Y: And, again, quite a bit of that would be around things like whether I tend to trust or distrust him.

X: The other dimension that stands out, or is very important here, is: Do I approach that person intending to control him or tending to be dependent on him? Let him control me or is there a sharingness?

Y: ...a sharingness or openness.

X: And this next part of the diagram contains a behavior or action pattern that I tend to show when I am actually with that other person.

Y: One of the things that's most noticeable there is whether I am active or passive.

X: And then the question: Do I seek out or initiate being with that person or do I withdraw when I'm with that person or try to avoid the relationship altogether?

Y: ...and am I friendly or hostile, do I attract or reject?

X: And then the seeking often has to do with whether or not I seek things from that person as we relate or do I offer things to that person as we relate?

Y: And then as this behavior again meets the expectations and perceptions of the other person, there are orientations on his or her part as to how, whether my behavior will be friendly or hostile.

X: Yes. Now this really gets to be a circular process as the response of the person in terms of what he sees tends to reinforce the kinds of behavior that are typically you.

Y: So they are looking to see whether it's accepting or rejecting, just as it was over under number 1 on the circle.

X: And whereas we go around the other half of the circle, now we see the same dimensions are important from this other person. Does he see me as friendly or hostile? Does he see my behavior as helpful or restricting, suggesting, demanding, accepting or rejecting?

Y: And then the same things are true of his or her inner personal process in regard to their own self-conception/ evaluation.

X; Right. Does that person feel that he or she has things of value to offer to me and does she or he see me as recognizing some of these things as a value?

Y: And that in a world of theirs will result in their interpersonal orientation toward me.

X: Which again most importantly seems to include the dimension of: Does that person approach me in a trusting or distrusting manner or in terms of seeking to reject me or accept me?

Y: And from that orientation toward me emerges the behavior toward me right back to the passive, friendly or hostile.

X: Right. Now, key questions for any of us are: If these are important dimensions to us with particular relationships that we have, how do I tend to communicate about these things? What's my style of communicating? Trust, for example? It might be somewhat different from yours. Or what are the particular behaviors that represent friendliness or acceptance when I use them? And you may have somewhat different ways of expressing acceptance or friendliness.

Y: So we'll always need to be alert and actively thinking about the individual differences of ourselves and others.

X: And it's not as if there are any special right or wrong ways to communicate or show these things. The question is: What are my ways of doing it and how clearly am I helping other people understand that when I do a particular thing, that for me that's a demonstration of trust? Am I communicating clearly to others the ways that my behavior shows these different dimensions?

Y: And that is in all of our relationships which have been going on through many, many, many cycles of interaction. We have developed certain patterns of that relationship, so the big question becomes, well, if the pattern of relationship--the circles that we're involved in with someone--aren't as positive and supportive as we'd like them to be, how in the world can we bring about a change in it?

X: Or, to do that, we need to become clearer about what our typical behaviors are and how good a job we do of communicating to others about the meaning of our behavior in an interpersonal relationship. Now that makes it a very important aspect of life, to really get a clear understanding of what this full circular process is in our daily interactions.

BRIEFING FOR OBSERVER

Your task as observer is to stay out of the conversation, to keep a record of what you heard the pair saying and saw them doing. Their subject is "Problems I Have in Communicating." Make notes of exact quotes and specific descriptions.

You will be reporting your observations to the pair. At that time share the details of what you heard and saw, as though you were a videotape recording. Be careful to avoid two common pitfalls in reporting observations: do not attempt to interpret why things happened as they did and do not evaluate what you heard and saw. Report only the facts.

OBSERVER DIRECTIONS
Round I

Unit 6
Handout 3

Watch the giver of feedback. Watch for the first five guidelines as described in the handout, "The Concept of Feedback." These are:

1. Readiness of the Receiver
2. Descriptive Not Interpretive
3. Recent Happenings
4. Appropriate Times
5. New Things

When reporting your observations, you will want to be as specific and objective as possible--like a replay of a candid camera. Take notes on things you hear or see which illustrate those the giver did or didn't do about the five guidelines you are watching for.

DO NOT SHOW THIS FORM TO OTHER TRIO MEMBERS

OBSERVER DIRECTIONS
Round II

Watch the giver of feedback. Watch for the guidelines six through ten as described in the handout, "The Concept of Feedback." These are:

6. Changeable Things
7. Not Demand A Change
8. Not An Overload
9. Given To Be Helpful
10. Giver Shares Something

When reporting your observations, you will want to be as specific and objective as possible--like a replay of a candid camera. Take notes on things you hear or see which illustrate those the giver did or didn't do about the five guidelines you are watching for.

DO NOT SHOW THIS FORM TO OTHER TRIO MEMBERS

OBSERVER DIRECTIONS
Round III

Unit 6
Handout 5

Watch the receiver of feedback. Watch for the three guidelines for receiving as described in the handout, "The Concept of Feedback." These are:

1. State What You Want Feedback About
2. Check What You Have Heard
3. Share Your Reactions to the Feedback

When reporting your observations, you will want to be as specific and objective as possible--like a replay of a candid camera. Take notes on things you hear or see which illustrate those the receiver did or didn't do about the three guidelines you are watching for.

DO NOT SHOW THIS FORM TO OTHER TRIO MEMBERS

Jim is a conscientious and well-liked teacher. He is the first black teacher assigned to this school and wants to demonstrate his competence. He is always well prepared for his classes and committee assignments. Today you are watching him caught in circumstances beyond his control.

FILM BRIEFING Y

Jim is a teacher who is very disorganized and who often puts himself in the position of being unable to fulfill his classroom and committee tasks. He craves recognition, but believes he does not get it. He believes the individuals he works with are taking advantage of him because he is black.

RANK ORDERING

Each of the attributes listed below may be more or less important for a beginning teacher. Rank order this list by assigning the number "1" to that which you think is most important for a beginning teacher. Assign a "2" to the attribute you think second most important--and so forth until you have numbered them all, 1-12.

_____ Knowledgeable

_____ Adventuresome

_____ Even-tempered

_____ Critical

_____ Cautious

_____ Insightful

_____ Creative

_____ Empathetic

_____ Energetic

_____ Curious

_____ Tactful

_____ Expressive

OBSERVER INSTRUCTIONS AND TALLY SHEET

Unit 13
Handout 3

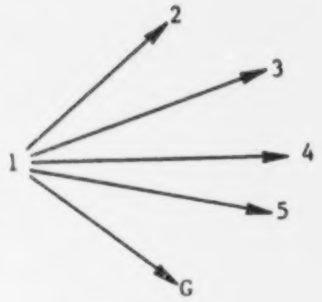
On this sheet, make a tally mark each time a participant speaks. Make the mark in the column under his number, next to the number of the person to whom he addressed his comment. If you cannot tell to whom the comment was addressed or if it was to the whole group, place a tally next to "g."

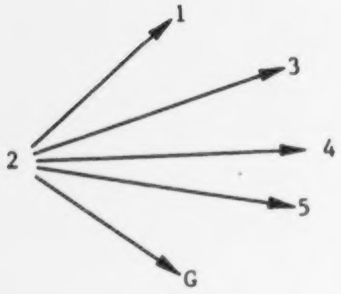
Speaking Participant Number	1	2	3	4	5
	2	1	1	1	1
	3	3	2	2	2
	4	4	4	3	3
	5	5	5	5	4
	G	G	G	G	G

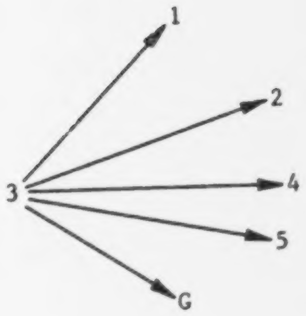
The diagram on the next page represents the group five times, once for each member. Copy the diagram onto newsprint. When the discussion is over, transfer the data you collected on the form above to the diagram in this manner:

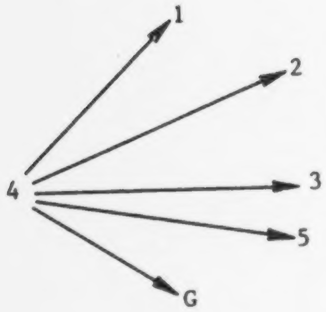
1. For each participant, draw a line from his number to the number of each person he spoke to.
2. On the line write the number of times he spoke to that person.

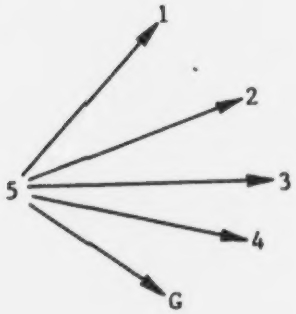
Unit 13
Handout 3











OBSERVER INSTRUCTIONS AND TALLY SHEET

Unit 13
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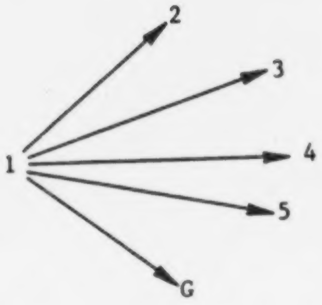
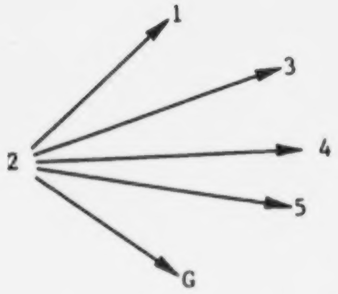
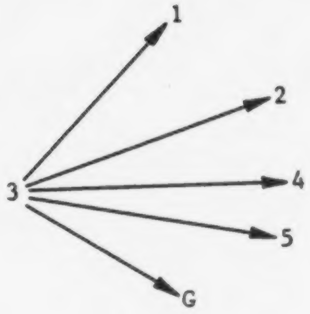
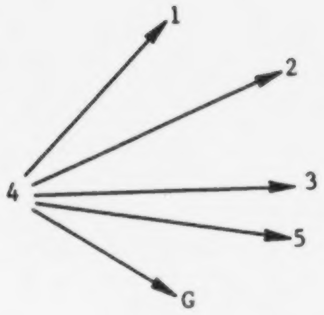
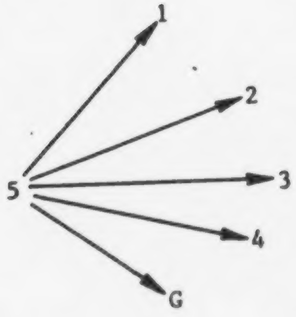
Unit 13
Handout 3











Task II

Determine how many buses of each size can be purchased. You can share this data ORALLY only. Do not pass this sheet around to other members of your group.

Relevant data for solving the problem:

The school has up to $90,000 to buy buses
Twenty-passenger buses cost $9,000
Forty-passenger buses cost $12,000

Forty pupils must be picked up from each of eight areas

Four areas are close enough for a bus to make two trips each morning

Four areas are too far away for two trips

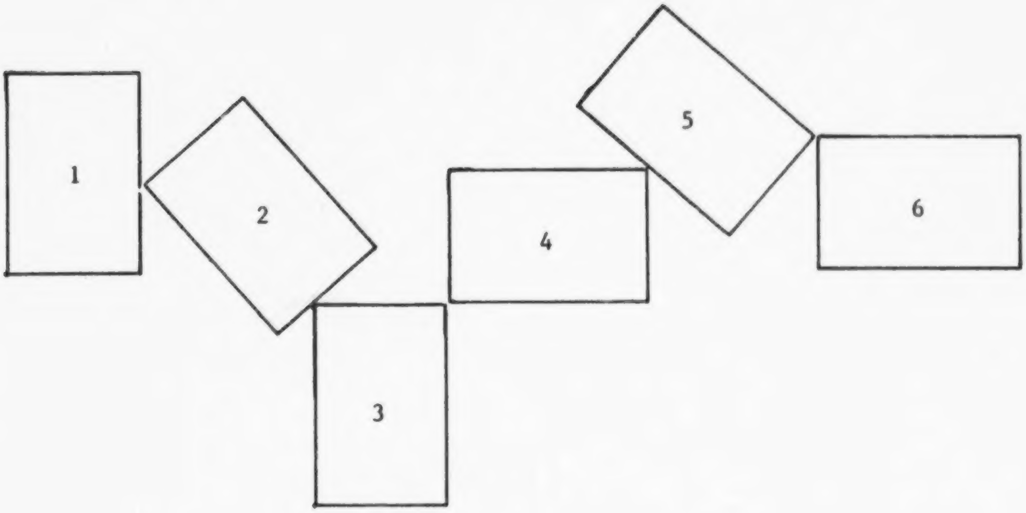
As many twenty-passenger buses as possible should be ordered to provide greater flexibility for extracurricular uses

ONE-WAY COMMUNICATION DIAGRAM

Unit 15
Handout 2

Directions to Communicator, Person No. 1

When the group is ready to start, sit in front with your back facing them and begin to describe the diagram. Do not show the diagram to the group. You may not use any hand gestures to describe the diagram.



ONE-WAY OBSERVATION CHART OF COMMUNICATOR

Unit 15
Handout 3

Directions to Observer of Communicator, Person No. 4

Person	Behavior (Facial Expression, Noises, Gestures, Posture, Tone of Voice, etc.)	Feeling Expressed by Behavior (observer's guess)

ONE-WAY OBSERVATION CHART OF RECEIVERS

Unit 15
Handout 4

Directions to Observer of Receivers, Person No. 6

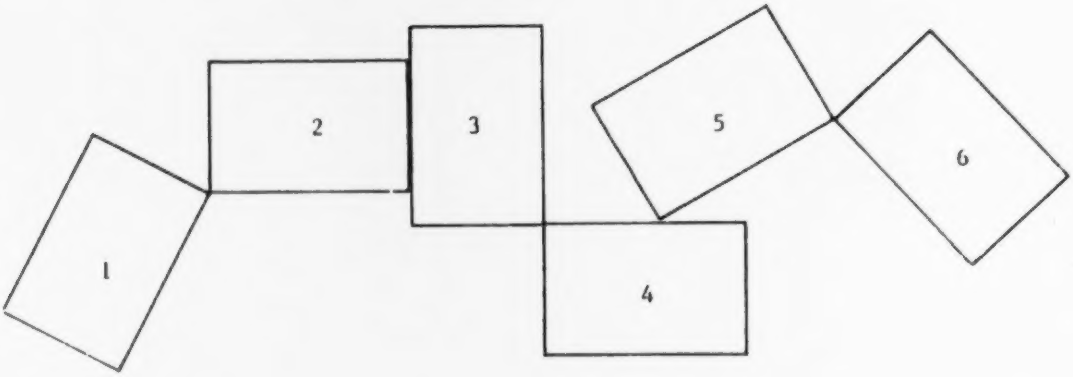
Person	Behavior (Facial Expression, Noises, Gestures, Posture, Tone of Voice, etc.)	Feeling Expressed by Behavior (observer's guess)

TWO-WAY COMMUNICATION DIAGRAM

Unit 15
Handout 7

Directions to Communicator, Person No. 1

When the group is ready to start, stand in front, facing them and begin to describe the diagram. Do not show the diagram to the group. You may not use any hand gestures to describe the diagram. In this exercise, the group may ask as many questions of the communicator as they wish. But, they also may not use any hand gestures to describe the diagram.



TWO-WAY OBSERVATION CHART OF COMMUNICATOR

Unit 15
Handout 8

Directions to Observer of Communicator, Person No. 4

Person	Behavior (Facial Expression, Noises, Gestures, Posture, Tone of Voice, etc.)	Feeling Expresssed by Behavior (observer's guess)

TWO-WAY OBSERVATION CHART OF RECEIVERS

Unit 15
Handout 9

Directions to Observer of Receivers, Person No. 6

Person	Behavior (Facial Expression, Noises, Gestures, Posture, Tone of Voice, etc.)	Feeling Expressed by Behavior (observer's guess)

INFORMATION SLIP No. 1

Unit 17
Handout 1

Although you may tell your group what is on the slip, YOU MAY NOT PASS IT AROUND for others to read.

Your group members have all the information needed to find the answer to the following question. Only one answer is correct. You can prove it.

IN WHAT SEQUENCE DID THE ACES HAVE THE VARIOUS
TEACHERS DURING THE FIRST FOUR PERIODS?

Some of the information your group has is irrelevant and will not help solve the problem.

John Wallen

INFORMATION SLIP No. 2

Unit 17
Handout 2

Although you may tell your group what is on this slip, YOU MAY NOT PASS IT AROUND for others to read.

Information

The Freznel Elementary School Intermediate Unit had two teacher's aides, four teachers and four instructional groups of students.

Each instructional group had chosen its own name.

Ralph and Tom always worked together.

John Wallen

INFORMATION SLIP No. 3

Unit 17
Handout 3

Although you may tell your group what is on this slip, YOU MAY NOT PASS IT AROUND for others to read.

Information

All teachers taught at the same time and exchanged groups at the end of each period.

Each teacher liked a different group best. During the second period each teacher taught the group he liked best.

Each teacher taught every group during one of the first four periods of the day.

John Wallen

INFORMATION SLIP No. 4

Although you may tell your group what is on this slip, YOU MAY NOT PASS IT AROUND for others to read.

Information

Belinda and Ralph disagreed about how it would be best to handle the Bombers who always had trouble settling down to work.

Dick preferred to teach the Champs over all other groups.

Although the team leader had been at Freznel School for five years, this was a shorter period of time than for any other team member.

John Wallen

INFORMATION SLIP No. 5

Unit 17
Handout 5

Although you may tell your group what is on this slip, YOU MAY NOT PASS IT AROUND for others to read.

Information

The Dinosaurs had Tom for their teacher during third period.

Dick and Belinda did not get along well and did not work together.

During the first period the team leader taught the group that Harry liked best.

John Wallen

INFORMATION SLIP No. 6

Unit 17
Handout 6

Although you may tell your group what is on this slip, YOU MAY NOT PASS IT AROUND for others to read.

Information

The team leader taught the Dinosaurs during the second period.

Harry worked with the Bombers in the third period.

Sybil had been at Freznel School a shorter period of time than any of the other teachers in the Intermediate Unit.

John Wallen

ASSESSMENT OF KNOWLEDGE CONCERNING INTERPERSONAL COMMUNICATIONS Unit 18
Handout 2

The following items represent major elements to know from each of the twenty exercises on interpersonal communications.

UNIT I: Introduction

1. This series of exercises attempts to provide three kinds of opportunities. Check three of the statements below which best describe these three kinds of opportunities.

_____Developing a greater understanding of the correct technique for communicating interpersonally.

_____Becoming clear about what you already know about interpersonal communications

_____Create communication mechanisms to support your skills

_____Identify technological aids to communicating interpersonally

_____Diagnose and solve problems in interpersonal communications

_____Practicing interpersonal communication skills

_____Evaluate the various modes of interpersonal communications

_____Recognize more clearly your personal style of interpersonal communications

UNIT 2: Paraphrasing

2. The term "paraphrase" is used here to mean showing the other person: (check one)

_____That you care about his ideas

_____What his idea or suggestion means to you

_____That you were listening carefully

_____That you can quote what he said

3. You do this so as to be sure: (check one)

_____That what you understood is what he intended

_____He knows that you heard him

_____That you now can share your idea

_____That he understands what you mean

UNIT 3: Behavior Description

4. The definition which follows has three parts missing. Complete it by writing in the letter of the correct answer from the list below. One letter signifying a group of missing words belongs in each of the three blank spaces.

Behavior description means ________of others without _____or ______.

- a. Making accusations or generalizations about motives, attitudes or personality traits
- b. Reporting your interpretation of the actions
- c. Making clear your feelings about the actions
- d. Reporting specific, observable actions
- e. Giving operational interpretations of a set of interpersonal behaviors
- f. Placing a value on them as right or wrong
- g. Showing approval in a condescending manner

UNIT 4: Description of Feelings and Perception Check

5. Put a check beside each of the following which describe feelings.

_____"I feel pleased."

_____"She's a wonderful person."

_____"I'm worried about this."

_____"I feel that it's time to go."

_____"Shut up."

6. Put a check beside each of the following which is a "perception check."

_____"Why are you so angry with me?"

_____"Am I right that you feel disappointed nobody commented on your suggestion?"

_____"I get the impression that you agree. Do you?"

_____"I see that we are ready to end the meeting."

UNIT 5: Nonverbal Communication and Perception Check

7. We may sometimes be interpreting the other person's nonverbal cues incorrectly unless we use the skill of: (check one)

_____Paraphrasing

_____Perceiving

_____Feedback

_____Behavior description

_____Perception check

UNIT 6: The Concept of Feedback

8. Feedback, in interpersonal communications, is defined as occurring when one person: (check one)

_____Describes the behavior of another

_____Interprets the meaning of the other's behavior to him

_____Shares his reaction to the behavior of another

_____Paraphrases another's remark

_____Evaluates the other's behavior

9. Ten guidelines are suggested for giving feedback. Three of these guidelines are included in the following list.

_____Readiness of the other to receive

_____Describes giver's feelings about other

_____Seeking change in the other

_____About things that can be changed

_____Summarizes past behavior

_____Given at an appropriate time

_____Demands a response

_____Doesn't concern the giver

10. Three guidelines are suggested for receiving feedback. One of them is included in the following list.

_____Check the understanding of the giver

_____Share your reaction to the feedback

_____Tell the giver what you intend to do about what he has told you

UNIT 7: Expectations and Communications

11. The idea that expectations can be "self-fulfilling prophecies" means that if we expect an individual to behave in a certain way, it is more than likely: (check one)

_____He will behave as we expect

_____We will see him behaving as we expect

_____We will act in ways that make him behave the way we expect

_____We will be disappointed

UNIT 8: The Interpersonal Gap

12. The three blank spaces in the following sentence should be filled in with three key terms used in attempting to make sense of interpersonal relations.

Person A has _____ which he "encodes" into his _____ and which are "decoded" by Person B as having a certain _____ on Person B.

a. Expectations
b. Actions
c. Results
d. Effect
e. Reflection
f. Communication
g. Intentions
h. Goals
i. Interpretation

UNIT 9: The Effects of Feelings

13. In general, the closer feelings are to the here and now, _____ to discuss them openly.

_____The easier it is

_____The more important it is

_____The more difficult it is

_____The more dangerous it is

_____The less fruitful it is

14. It is important to discuss feelings as they occur whenever appropriate to do so because, if we don't: (check one)

_____It will be harder to identify them later

_____They may be forgotten

_____They tend to come out later in inappropriate ways

_____They may never occur again

UNIT 10: Matching Behavior with Intentions

15. Problems arise in a relationship when a person's _____ is not congruent with his _____.

a. belief
b. feeling
c. intention
d. satisfaction
e. hidden agenda
f. task
g. trust
h. behavior

UNIT 11: Open Communication: Freeing and Binding Responses

16. Two kinds of responses to another's sharing that tend to have a freeing effect are:

_____Paraphrasing

_____Evaluating

_____Giving advice

_____Vigorous agreement

_____Seeking information

_____Approval on personal grounds

17. Two kinds of responses to another's sharing that tend to have a binding effect are:

_____Interpreting behavior

_____Reporting feelings

_____Behavior modification

_____Offering information

_____Vigorous agreement

_____Nonverbal agreement

UNIT 12: Communicating About Interpersonal Relationships

18. According to the circular process diagram, four major dimensions involved as one person relates to another include:

a. You ____________________ certain things about the way the other acts.

b. You have _______________about yourself in relation to him.

c. You have a certain ______________toward him.

d. You have a pattern ______________toward him.

UNIT 13: Roles and Patterns of Interpersonal Communication

19. The kind of roles people have as members of organizations tend to influence who talks to whom about what. One result of effective interpersonal communications is the fact that people are more likely to: (check one)

_____Follow formal channels in communicating important information

_____Share important information across roles

_____Talk with more people about more things

UNIT 14: Norms and Communications

20. A norm exists in a group when: (check one)

_____Most people expect others to do a certain thing in a certain way

_____Everyone has agreed on how to do a certain thing

_____You can see everyone doing something the same way

UNIT 15: One- and Two-Way Communication

21. Two-way communication means Person A _____ and Person B _____.

a. Communicates with Person A

b. Gets feedback from Person B

c. Communicates with Person B

d. Gives feedback to Person B

e. Gets feedback from Person A

22. Two advantages of two-way communication are that receivers have the opportunity to:

_____Be senders

_____Share their expectations

_____Clarify information

_____Give information

_____Tell the sender what they are already clear about

UNIT 16: Communication Patterns in the School Building

23. Three major factors that tend to influence communication patterns in schools are:

_____Technical equipment

_____Trust

_____Personalities

_____Tradition

_____Difficulty of tasks

_____Feedback

_____Physical environment

_____Paraphrasing

UNIT 17: Communicating Under Pressure

24. How does pressure tend to influence your personal style and skills of communicating?

UNIT 18: Assessing My Knowledge and Skills

25. Can you answer correctly all of the items in this assessment of knowledge questionnaire?

_____Yes _____No

UNIT 19: Improving My Skills

26. The three main elements of the do-look-learn model of designing personal learning situations are:

_____Analyze readiness of the learner

_____Review list of communications skills

_____Identify and assess the skill to be improved

_____Discuss the skill with someone who is good at it

_____Create a situation to practice the skill

_____Be sure you can state correct definitions

_____Observe someone who is good using the skill

_____Know the correct answers on this questionnaire

_____Provide for feedback to learn if it was improved

UNIT 20: Developing Support for Continuous Learning

27. Four guidelines for writing an improvement goal are:

_____Focus on one kind of communication act

_____Define the nature of your concern

_____Give your basic rationale

_____State who is involved

_____Use illustrations

_____Describe why it is important to have this skill

_____Explain why you haven't already achieved this goal

_____State when the goal is to be reached

_____State what the criteria is for having reached the goal

_____Describe how you will practice the skill

_____Explain why this is a priority for you

_____Write out a questionnaire

ANSWERS TO ASSESSMENT OF KNOWLEDGE

Unit 18
Handout 3

The following items represent major elements to know from each of the twenty exercises on interpersonal communications.

UNIT 1: Introduction

1. This series of exercises attempts to provide three kinds of opportunities. Check three of the statements below which best describe these three kinds of opportunities.

_____Developing a greater understanding of the correct technique for communicating interpersonally

__X__Becoming clear about what you already know about interpersonal communications

_____Create communication mechanisms to support your skills

_____Identify technological aids to communicating interpersonally

_____Diagnose and solve problems in interpersonal communications

__X__Practicing interpersonal communication skills

_____Evaluate the various modes of interpersonal communications

__X__Recognize more clearly your personal style of interpersonal communications

UNIT 2: Paraphrasing

2. The term "paraphrase" is used here to mean showing the other person:

_____That you care about his ideas

__X__What his idea or suggestion means to you

_____That you were listening carefully

_____That you can quote what he said

3. You do this so as to be sure: (check one)

__X__That what you understood is what he intended

_____He knows that you heard him

_____That you now can share your idea

_____That he understands what you mean

UNIT 3: Behavior Description

4. The definition which follows has three parts missing. Complete it by writing in the letter of the correct answer from the list below. One letter signifying a group of missing words belongs in each of the three blank spaces.

Behavior description means __d__ of others without __f__ or __a__.

a. Making accusations or generalizations about motives, attitudes or personality traits

b. Reporting your interpretation of the actions

c. Making clear your feelings about the actions

d. Reporting specific, observable actions

e. Giving operational interpretations of a set of interpersonal behaviors

f. Placing a value on them as right or wrong

g. Showing approval in a condescending manner

UNIT 4: Description of Feelings and Perception Check

5. Put a check beside each of the following which describe feelings.

__X__"I feel pleased."

_____"She's a wonderful person."

__X__"I'm worried about this."

_____"I feel that it's time to go."

_____"Shut up."

6. Put a check beside each of the following which is a "perception check."

_____"Why are you so angry with me?"

__X__"Am I right that you feel disappointed nobody commented on your suggestion?"

__X__"I get the impression that you agree. Do you?"

_____"I see that we are ready to end the meeting."

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7. We may sometimes be interpreting the other person's nonverbal cues incorrectly unless we use the skill of: (check one)

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_____Perceiving

_____Feedback

_____Behavior description

__X__Perception check

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_____Summarizes past behavior

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b. feeling
c. intention
d. satisfaction
e. hidden agenda
f. task
g. trust
h. behavior

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16. Two kinds of responses to another's sharing that tend to have a freeing effect are:

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_____Giving advice

_____Vigorous agreement

__X__Seeking information

_____Approval on personal grounds

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_____Reporting feelings
_____Behavior modification
_____Offering information
__X__Vigorous agreement
_____Nonverbal agreement

UNIT 12: Communicating About Interpersonal Relationships

18. According to the circular process diagram, four major dimensions involved as one person related to another include:

a. You expect and/or see certain things about the way the other acts.

b. You have inner feelings and/or thoughts about yourself in relation to him.

c. You have a certain orientation and/or intentions toward him.

d. You have a pattern of ways you act toward him.

UNIT 13: Roles and Patterns of Interpersonal Communication

19. The kind of roles people have as members of organizations tend to influence who talks to whom about what. One result of effective interpersonal communications is the fact that people are more likely to: (check one)

_____Follow formal channels in communicating important information

__X__Share important information across roles

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20. A norm exists in a group when: (check one)

__X__Most people expect others to do a certain thing in a certain way

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21. Two-way communication means Person A __c__ and Person B __a__.

    a. Communicates with Person A

    b. Gets feedback from Person B

    c. Communicates with Person B

    d. Gives feedback to Person B

    e. Gets feedback from Person A

22. Two advantages of two-way communication are that receivers have the opportunity to:

    _____Be senders

    _____Share their expectations

    __X__Clarify information

    _____Give information

    __X__Tell the sender what they are already clear about

UNIT 16: Communication Patterns in the School Building

23. Three major factors that tend to influence communications patterns in schools are:

    _____Technical equipment

    __X__Trust

    _____Personalities

    __X__Tradition

    _____Difficulty of tasks

    _____Feedback

    __X__Physical environment

    _____Paraphrasing

UNIT 17: Communicating Under Pressure

24. How does pressure tend to influence your personal style and skills of communicating?

(The correct answers to this question are the ones you have been discovering for yourself!)

UNIT 18: Assessing My Knowledge and Skills

25. Can you answer correctly all of the items in this assessment of knowledge questionnaire?

__X__Yes ____No

(The correct answer for you at the moment may be no. This is, however, not an acceptable answer! Review all of the items until you are sure your correct answer is yes, the only acceptable answer.)

UNIT 19: Improving My Skills

26. The three main elements of the do-look-learn model of designing personal learning situations are:

____Analyze readiness of the learner

____Review lists of communications skills

__X__Identify and assess the skill to be improved

____Discuss the skill with someone who is good at it

__X__Create a situation to practice the skill

____Be sure you can state correct definitions

____Observe someone who is good using the skill

____Know the correct answers on this questionnaire

__X__Provide for feedback to learn if it was improved

Unit 18
Handout 3

UNIT 20: Developing Support for Continuous Learning

27. Four guidelines for writing an improvement goal are:

__X__ Focus on one kind of communication act

_____ Define the nature of your concern

_____ Give your basic rationale

__X__ State who is involved

_____ Use illustrations

_____ Describe why it is important to have this skill

_____ Explain why you haven't already achieved this goal

__X__ State when the goal is to be reached

__X__ State what the criteria is for having reached the goal

_____ Describe how you will practice the skill

_____ Explain why this is a priority for you

_____ Write out a questionnaire

SELF-ASSESSMENT OF DOING SKILLS

Unit 18
Handout 4

Where do you stand with your doing skills? In each of the preceding units you did something that produced feedback on your doing skill, whether it was demonstrating knowledge about a skill, a concept, a guideline, etc., or demonstrating ability to do a communication skill.

This handout attempts to enable you to reflect and recall about specific skills. To help you think about your personal style of communication and to determine how satisfied you are with your use--in this workshop--of those specific skills, complete Items C, D, E and G for each skill. After you have completed the handout, you will have a trio discussion. You will then share your responses, receive behavior descriptions from trio members and discuss variations in perceptions.

NOTE: DURING TRIO DISCUSSION, ASK MEMBERS FOR THEIR DESCRIPTIONS OF YOUR BEHAVIORS WHEN USING THE SKILL BEFORE SHARING ITEM G. THEN DISCUSS ANY VARIATIONS IN PERCEPTIONS.

A. In UNIT 2 you concentrated on PARAPHRASING.

B. This is how you got feedback: You had to satisfy the other person that you understood him by correct paraphrasing.

C. Have you used the skill since then? _____ Yes _____ No

D. About how much have you used the skill? (degree of frequency)

____
Seldom Somewhat Frequently

E. How do you feel about the way you have used the skill?

____
Dissatisfied Somewhat Satisfied Very Satisfied

DURING TRIO DISCUSSION, ASK MEMBERS FOR THEIR DESCRIPTIONS OF YOUR BEHAVIORS WHEN USING THE SKILL BEFORE SHARING ITEM G. THEN DISCUSS ANY VARIATIONS IN PERCEPTION.

F. Notes from trio members' descriptions of your behaviors.

G. Describe your specific behaviors that indicate use of the skill.

A. In UNIT 3 you concentrated on DESCRIBING BEHAVIOR.

B. This is how you got feedback: You had to describe behaviors you observed in your trio members and receive a critique from them of your correct application of criteria for behavior description.

C. Have you used the skill since then? _____ Yes _____ No

D. About how much have you used the skill? (degree of frequency)

Seldom _____ Somewhat _____ Frequently

E. How do you feel about the way you have used the skill?

Dissatisfied _____ Somewhat Satisfied _____ Very Satisfied

DURING TRIO DISCUSSION, ASK MEMBERS FOR THEIR DESCRIPTIONS OF YOUR BEHAVIORS WHEN USING THE SKILL BEFORE SHARING ITEM G, THEN DISCUSS ANY VARIATIONS IN PERCEPTIONS.

F. Notes from trios members' descriptions of your behaviors.

G. Describe your specific behaviors that indicate use of the skill.

Unit 18
Handout 4

A. In UNIT 4 you concentrated on DESCRIBING FEELINGS and PERCEPTION CHECKS.

B. This is how you got feedback: You had to make a choice between two or more statements as to whether they were descriptive or not descriptive. You checked perceptions and compared your responses with others in your trio. On the basis of criteria presented on correctly describing feelings, you received feedback confirming or disproving your perception of your skill.

C. Have you used the skill since then? _____ Yes _____ No

D. About how much have you used the skill? (degree of frequency)

____

Seldom Somewhat Frequently

E. How do you feel about the way you have used the skill?

____

Dissatisfied Somewhat Satisfied Very Satisfied

DURING TRIO DISCUSSION, ASK MEMBERS FOR THEIR DESCRIPTIONS OF YOUR BEHAVIORS WHEN USING THE SKILL BEFORE SHARING ITEM G. THEN DISCUSS ANY VARIATIONS IN PERCEPTIONS.

F. Notes from trios members' descriptions of your behaviors.

G. Describe your specific behaviors that indicate use of the skill.

A. In UNIT 5 you concentrated on identifying NONVERBAL BEHAVIORS in communication and practicing PERCEPTION CHECK.

B. This is how you got feedback: You were observed and received feedback on characteristic things you do nonverbally. You observed and checked your perception of nonverbal behavior using the guideline for perception check.

C. Have you used the skill since then? _____ Yes _____ No

D. About how much have you used the skill? (degree of frequency)

____
Seldom Somewhat Frequently

E. How do you feel about the way you have used the skill?

____
Dissatisfied Somewhat Satisfied Very Satisfied

DURING TRIO DISCUSSION, ASK MEMBERS FOR THEIR DESCRIPTIONS OF YOUR BEHAVIORS WHEN USING THE SKILL BEFORE SHARING ITEM G. THEN DISCUSS ANY VARIATIONS IN PERCEPTIONS.

F. Notes from trios members' descriptions of your behaviors.

G. Describe your specific behaviors that indicate use of the skill.

A. In UNIT 6 you concentrated on GIVING AND RECEIVING FEEDBACK.

B. This is how you got feedback: You identified the feedback you wanted to give to another. You received feedback on your correct application of guidelines for giving and receiving feedback.

C. Have you used the skill since then? _____ Yes _____ No

D. About how much have you used the skill? (degree of frequency)

____
Seldom Somewhat Frequently

E. How do you feel about the way you have used the skill?

____
Dissatisfied Somewhat Satisfied Very Satisfied

DURING TRIO DISCUSSION, ASK MEMBERS FOR THEIR DESCRIPTIONS OF YOUR BEHAVIORS WHEN USING THE SKILL BEFORE SHARING ITEM G. THEN DISCUSS ANY VARIATIONS IN PERCEPTIONS.

F. Notes from trios members' descriptions of your behaviors.

G. Describe your specific behaviors that indicate use of the skill.

A. In UNIT 9 you concentrated on the EFFECTS OF FEELINGS on communication and in practice of the sharing of here-and-now feelings.

B. This is how you got feedback: You read criteria for sharing and discussing feelings. Then, you attempted to share feelings of here-and-now while observees evaluated according to criteria.

C. Have you used the skill since Then? _____ Yes _____ No

D. About how much have you used the skill? (degree of frequency)

____
Seldom Somewhat Frequently

E. How do you feel about the way you have used the skill?

____
Dissatisfied Somewhat Satisfied Very Satisfied

DURING TRIO DISCUSSION, ASK MEMBERS FOR THEIR DESCRIPTIONS OF YOUR BEHAVIORS WHEN USING THE SKILL BEFORE SHARING ITEM G. THEN DISCUSS ANY VARIATIONS IN PERCEPTIONS.

F. Notes from trios members' descriptions of your behaviors.

G. Describe your specific behaviors that indicate use of the skill.

A. In UNIT 10 you concentrated on MATCHING BEHAVIOR WITH INTENTIONS.

B. This is how you got feedback: You asked others to give you feedback to check how accurately your behavior, as perceived by them, matched your intentions.

C. Have you used the skill since then? _____ Yes _____ No

D. About how much have you used the skill? (degree of frequency)

Seldom Somewhat Frequently

E. How do you feel about the way you have used the skill?

Dissatisfied Somewhat Satisfied Very Satisfied

DURING TRIO DISCUSSION, ASK MEMBERS FOR THEIR DESCRIPTIONS OF YOUR BEHAVIORS WHEN USING THE SKILL BEFORE SHARING ITEM G. THEN DISCUSS ANY VARIATIONS IN PERCEPTIONS.

F. Notes from trios members' descriptions of your behaviors.

G. Describe your specific behaviors that indicate use of the skill.

A. In UNIT 11 you concentrated on OPEN COMMUNICATION through responses and freeing and binding effects of responses.

B. This is how you got feedback: You selected a person with whom you wanted to increase open communication. You tried out responses to increase openness, and received feedback on freeing and binding effects of your efforts.

C. Have you used the skill since then? _____ Yes _____ No

D. About how much have you used the skill? (degree of frequency)

Seldom Somewhat Frequently

E. How do you feel about the way you have used the skill?

____

Dissatisfied — Somewhat Satisfied — Very Satisfied

DURING TRIO DISCUSSION, ASK MEMBERS FOR THEIR DESCRIPTIONS OF YOUR BEHAVIORS WHEN USING THE SKILL BEFORE SHARING ITEM G. THEN DISCUSS ANY VARIATIONS IN PERCEPTIONS.

F. Notes from trios members' descriptions of your behaviors.

G. Describe your specific behaviors that indicate use of the skill.

A. In UNIT 12 you concentrated on dimensions of the CIRCULAR PROCESS to enable you to talk about interpersonal relations.

B. This is how you got feedback: You selected things about your relations with sextet members and the ways you intended to communicate with them. You gave and received feedback on what and how you and the other person communicated using the circular process dimensions as criteria.

C. Have you used the skill since then? _____ Yes _____ No

D. About how much have you used the skill? (degree of frequency)

____

Seldom — Somewhat — Frequently

E. How do you feel about the way you have used the skill?

____

Dissatisfied — Somewhat Satisfied — Very Satisfied

DURING TRIO DISCUSSION, ASK MEMBERS FOR THEIR DESCRIPTIONS OF YOUR BEHAVIORS WHEN USING THE SKILL BEFORE SHARING ITEM G. THEN DISCUSS ANY VARIATIONS IN PERCEPTIONS.

F. Notes from trios members' descriptions of your behaviors.

G. Describe your specific behaviors that indicate use of the skill.

A. In UNIT 16 you concentrated on COMMUNICATION PATTERNS AND BEHAVIORS that facilitate or inhibit communication in a school building.

B. This is how you got feedback:	Responses were shared about amount of participation, listening and influence based on facilitating and inhibiting behaviors.
C. Have you used the skill since then?	_____ Yes _____ No
D. About how much have you used the skill? (degree of frequency)	Seldom — Somewhat — Frequently
E. How do you feel about the way you have used the skill?	Dissatisfied — Somewhat Satisfied — Very Satisfied

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